

BLOOMSBURG STATE COLLEGE

CATALOG

1966 - 1967



QUESTIONS FREQUENTLY ASKED

- (1) How much does it cost to attend the Bloomsburg State College (page 32)
- (2) What are the requirements for admission (page 44)
- (3) What are the graduation requirements? (page 50)
- (4) Can I prepare to teach in the elementary grades? (page 67)
- (5) Can I prepare to teach high school subjects(page 68)
- (6) Can I prepare to teach business subjects? (page 125)
- (7) Can I prepare to teach special education (page 138)
- (8) What special curriculums are offered at Bloomsburg? (page 157)
- (9) Where would I live? (page 38)
- (10) Is Bloomsburg approved for Veterans' Education? (page 48)
- (11) What credits can be transferred from other colleges and universities? (page 48)
- (12) What is the content of the several curriculums? (page 67, 68, 125, 138)
- (13) What extracurricular activities are available? (page 58)
- (14) Are scholarships and loans funds available at Bloomsburg? (page 41)
- (15) What standards of scholarships are expected? (page 49)
- (16) What record of placement does Bloomsburg have? (page 162)
- (17) What are the requirements for graduate work? (page 54)
- (18) What programs in the Arts and Sciences are available at Bloomsburg? (page 150)

ACCREDITED BY

Pennsylvania State Board of Education (State)
Middle States Association of Colleges and Secondary Schools (Regional)
National Council for Accreditation of Teacher Education (National)

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the Bachelor's degree as the highest degree approved (except as noted below)."

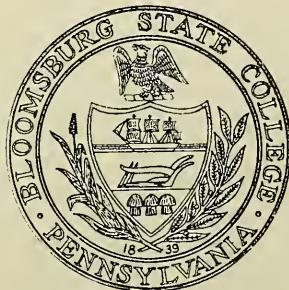
The State Board of Education on June 9, 1960, granted their approval to the College to offer programs of study leading to the degree of Master of Education in the fields of Business Education and Elementary Education beginning June, 1961; Special Education (Mentally Retarded or Speech Correction) beginning June, 1962; English, beginning January, 1964; Social Studies (including Geography) beginning September 1964, and Biological Sciences, beginning September, 1965.

BLOOMSBURG STATE COLLEGE

BULLETIN

January 1966

1966-1967



Serving the Commonwealth of Pennsylvania
for 126 Years

Published at Bloomsburg, Pennsylvania
by the Bloomsburg State College

Second Class Postage paid at Bloomsburg, Pennsylvania

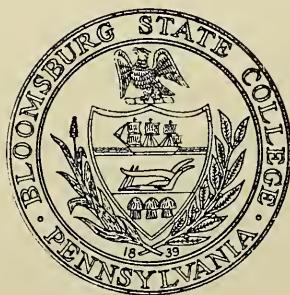


CARVER HALL
(Erected 1867)

Bloomsburg State College

Bloomsburg, Pennsylvania

1966 - 1967



ACCREDITED BY

The Middle States Association of Colleges and Secondary Schools

The National Council for the Accreditation of Teacher Education

The Pennsylvania State Board of Education

BLOOMSBURG STATE COLLEGE PRESENTS

Superior Higher Education at Reasonable Cost

Specialized College Faculty (30% Hold Doctor's Degree)

Full Accreditation by Regional and National Agencies, Including

National Council for Accreditation of Teacher Education

Middle States Association of Colleges and Secondary Schools

Pennsylvania State Board of Education

Membership held in the following professional associations:

American Council on Education

National Association for Business Teacher Education

Special Curriculums in Arts and Sciences, Business Education, Dental Hygiene,

*Public School Nursing, Speech Correction, Special Education for the
Mentally Retarded.*

Graduate Programs in Business Education, Elementary Education, Special Educa-

*tion (Mentally Retarded and Speech Correction), English, Social Studies,
including Geography, and Biology.*

ATHLETICS

Three Gymnasiums

Sunlighted Indoor Tile Swimming Pool

New Athletic Field and Track (under construction)

Tennis Courts, Handball Courts

Intercollegiate Teams:

Football, Basketball, Baseball, Wrestling, Golf, Swimming, Tennis, Track
and Field Sports, and Cross-Country.

EXTRA-CURRICULAR AND COMMUNITY OPPORTUNITIES

Music, Athletics, Dramatics, Journalism, Debating

Professional Fraternities and Specialized Clubs

Attractive Social Rooms, Lobbies, and Lounges

Columbia County Historical Society

State Parks and Recreation Areas.

Hunting and Fishing

Town Park with Outdoor Swimming Pool

Community Artists Program

Bowling and Roller Skating

CALENDAR FOR ACADEMIC YEAR 1966-1967*

1966 JUNE 1966

S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THE SUMMER SESSIONS

1966

PRE-SESSION

Classes Begin Monday, June 6
 Session Ends Friday, June 24

1966 JULY 1966

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAIN-SESSION

Classes Begin Monday, June 27
 Session Ends Friday, August 5

1966 AUGUST 1966

S	M	T	W	T	F	S
				1	2	3
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

POST-SESSION

Classes Begin Monday, August 8
 Session Ends Friday, August 26

FIRST SEMESTER

1966

Registration Freshman and
 Upperclassmen Monday, September 12

Registration Upperclassmen Tuesday, September 13

Classes Begin at
 8:00 a.m. Wednesday, September 14

Registration of Graduate
 Students Wednesday, September 14

Classes Begin for Graduate
 Students Thursday, September 15

Thanksgiving Recess Begins at
 12 noon Tuesday, November 22

Thanksgiving Recess Ends at
 8:00 a.m. Monday, November 28

1966 NOVEMBER 1966

S	M	T	W	T	F	S
				1	2	3
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1966-1967*

1966 DECEMBER 1966

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Christmas Recess Begins at

12:00 noon _____ Friday, December 16
1967

Christmas Recess Ends at

8:00 a.m. _____ Tuesday, January 3

Final Examination Week Begins

at 8:00 a.m. _____ Wednesday, January 18

Classes End for Graduate

Students _____ Saturday, January 21

Final Examination Week

Ends at Noon _____ Wednesday, January 25

First Semester Ends at

12:00 noon _____ Wednesday, January 25

SECOND SEMESTER

1967

1967 FEBRUARY 1967

S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Registration _____ Monday, January 30

Classes Begin for all Students _____ Tuesday, January 31

Registration of Graduate

Students _____ Thursday, February 2

Classes Begin for Graduate

Students _____ Saturday, February 4

Easter Recess Begins at

12 noon _____ Tuesday, March 22

Easter Recess Ends at 8:00 a.m. _____ Tuesday, March 28

Final Examination Week Begins

at 8:00 a.m. _____ Monday, May 22

Classes End for Graduate

Students _____ Thursday, May 25

Final Examination Week Ends

at 12:00 noon _____ Saturday, May 26

Baccalaureate and

Commencement _____ Sunday, May 27

Faculty Meeting _____ Monday, May 29

1967 APRIL 1967

S	M	T	W	T	F	S
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1967 MAY 1967

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1966-1967*

1967		JUNE					1967	
S	M	T	W	T	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			

1967		JULY					1967	
S	M	T	W	T	F	S		
				1				
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31							

1967		AUGUST					1967	
S	M	T	W	T	F	S		
			1	2	3	4	5	
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

* Subject to change if college adopts the quarter system.

A Question of Form



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Up . . . And In!



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ALOYSIUS J. McDONNELL	<i>Education and Psychology</i>
Pennsylvania State University, B.A.; M.Ed.; Graduate Study, Pennsylvania State University.	
MICHAEL J. McHALE	<i>Speech</i>
University of Pittsburgh, A.B.; Western Reserve, M.A.; Graduate Study, Pennsylvania State University.	
ELI W. McLAUGHLIN	<i>Health and Physical Education</i>
West Chester State College, B.S.; M. Ed.	
MARGARET C. MEANS	<i>Elementary Education</i>
Indiana State College, B.S.; Pennsylvania State University, M.Ed.; Ed.D.	
ROBERT G. MEEKER	<i>English</i>
Lafayette College, A.B.; University of Scranton, M.A.; Graduate Study, Temple University.	
W. RICHARD MENTZER	<i>Physical Education</i>
Shippensburg State College, B.S.; Pennsylvania, M.Ed.; Graduate Study, University of Maryland.	
M. BEATRICE METTLER	<i>Health</i>
Bucknell University, A.B.; University of Pennsylvania, M.A.; Graduate of the Johns Hopkins Hospital School of Nursing, Baltimore, Maryland, R.N.; Graduate Study, University of Chicago.	
NERINE M. MIDDLESWARTH	<i>Benjamin Franklin Laboratory School</i>
Bloomsburg State College, B.S.; Pennsylvania State University, M. Ed.; Graduate Study, Pennsylvania State University.	
NELSON A. MILLER	<i>Music</i>
Indiana (Pa.) State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, University of Pittsburgh, Pennsylvania State University.	

ROBERT C. MILLER	<i>Director of Graduate Studies</i>
California State College, B.S.; University of Pittsburgh, M.Ed.; Ed.D.	
JOSEPH E. MUELLER	Mathematics
Butler University, B.S.; University of Illinois, M.S.; Graduate Study, Manhattan College, University of Illinois.	
GEORGE W. NEEL	<i>French</i>
Glassboro State College, B.S.; University of Aix-Marseille, Diploma (French), University of Heidelberg, Diploma (German); Graduate Study, University of Pennsylvania, Princeton University.	
EDGAR DEAN NELSON	<i>Spanish</i>
Mexico City College, B.A.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University.	
ANN MARIE NOAKES	<i>Education and Psychology</i>
Pennsylvania State University, B.S., M.Ed.; Graduate Study, Pennsylvania State University.	
ROBERT G. NORTON	<i>Education and Psychology</i>
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, University of Pittsburgh.	
RONALD W. NOVAK	<i>Mathematics</i>
California State College, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, University of West Virginia.	
CLINTON J. OXENRIDER	<i>Mathematics</i>
Bloomsburg State College, B.S.; Pennsylvania State University, M.A.	
JAMES W. PERCEY	<i>Political Science</i>
University of Pennsylvania, A.B.; Rutgers University, M.A.; Graduate Study, University of California at Los Angeles.	
HOWELL C. PINKSTON	Art
Wayne State University, B.S.; M.A.; Graduate Study, Wayne State University.	
THADDEUS PIOTROWSKI	<i>Audio-Visual Education</i>
California (Pa.) State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University, Syracuse University.	
DEAKE G. PORTER	<i>Economics</i>
Amherst College, A.B.; Yale University, M.A.; Graduate Study, Yale University.	
DONALD D. RABB	<i>Biological Science</i>
Bloomsburg State College, B.S.; Bucknell University, M.S.Ed.; Colorado University, Pennsylvania State University, Ed.D.; Graduate Study, Syracuse University, University of Colorado, Duke University, North Carolina State University.	
FRANCIS J. RADICE	<i>Business Education</i>
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University, Bucknell University.	
GWENDOLYN REAMS	<i>Assistant Librarian</i>
University of Alabama, A.B.; George Peabody College, M.A.; Graduate Study, University of North Carolina, University of Alabama, Syracuse University.	
CHARLES R. REARDIN	<i>Mathematics</i>
Duke University, A.B.; Montclair State College, M.A.; Graduate Study, Paterson (N.J.) State College, Tulane University.	

HERBERT H. REICHARD	<i>Physics</i>
Pennsylvania State University, B.S., M.S.; University of Michigan, M.A.; Graduate Study, Lehigh University, Harvard University, Pennsylvania State University, Temple University, Rutgers University.	
EMILY A. REUWSAAT	<i>Special Education</i>
Iowa State College, A.B., M.A.; University of Nebraska, Ed.D.	
MARIE B. RHODES	<i>Biological Science</i>
Longwood College, B.A.; University of Virginia, M.A.; Graduate Study, Western Illinois University, Duke University.	
STANLEY A. RHODES	<i>Biological Science</i>
University of Virginia, B.S.; M.A.; Graduate Study, Duke University, Williams College, Colorado State University.	
ALVA W. RICE	<i>English</i>
Madison College, B.S.; George Washington University, Indiana University, M.A.; Graduate Study, University of Kentucky, University of Oslo, Norway, University of London.	
ROBERT D. RICHEY	<i>Speech</i>
Ohio State University, A.B., M.A.	
JORDAN RICHMAN	<i>English</i>
Brooklyn College, B.A.; New York University, M.A.; Graduate Study, University of New Mexico.	
DONALD C. RIECHEL	<i>German</i>
Columbia University, B.A.; Northwestern University, M.A.; Graduate Study, University of Goettingen, Ohio State University.	
PAUL S. RIEGEL	<i>Dean of Students</i>
Middlebury College, A.B.; Teachers College, Columbia University, M.A., Ed.D.	
KENNETH A. ROBERTS	<i>Benjamin Franklin Laboratory School</i>
Bloomsburg State College, B.S.; Bucknell University, M.S.; Graduate Study, Pennsylvania State University, Bucknell University.	
WILLIAM C. ROTH	<i>English</i>
Syracuse University, A.B.; University of Pennsylvania, M.A.; Graduate Study, University of Missouri.	
SUSAN RUSINKO	<i>English</i>
Wheaton College, B.A.; Pennsylvania State University, M.A.; Graduate Study, University of Minnesota, Columbia University.	
WALTER S. RYGIEL	<i>Business Education</i>
Temple University, B.S., M.Ed.; Graduate Study, Temple University, University of Pennsylvania, Pennsylvania State University, Bucknell University.	
ROBERT G. SAGAR	<i>Biological Science</i>
Ohio State University, B.S., M.S.; Graduate Study, Ohio State University.	
WILFRED SAINT, JR.	<i>Sociology</i>
Kentucky Wesleyan College, B.A.; Boston University, M.A.; S.T.B.; Graduate Study, University of Maryland.	
MARTIN A. SATZ	<i>Education and Psychology</i>
University of Minnesota, B.A., M.A.; University of Washington, Ph.D.; Public School Psychologist.	

RICHARD C. SAVAGE	<i>English</i>
University of North Carolina, B.A.; Columbia University, M.A.; Graduate Study, University of Edinburgh, Scotland.	
TOBIAS F. SCARPINO	<i>Physical Science</i>
Kutztown State College, B.S.; Bucknell University, M.S.; Graduate Study, Princeton University, Pennsylvania State University, Bucknell University.	
RICHARD SCHERPEREEL	<i>Art</i>
University of Notre Dame, B.F.A.; McMurry College, M.Ed., University of Notre Dame, M.F.A.; Graduate Study, George Peabody College.	
SEYMOUR SCHWIMMER	<i>Philosophy</i>
City College of New York, B.S.S.; Teachers College, Columbia University, M.A.; Graduate Study, Columbia University, New York University.	
JOHN S. SCRIMGEOUR, JR.	<i>Mathematics</i>
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.	
GILBERT R. W. SELDERS	<i>Reading Specialist</i>
Pennsylvania State University, B.A., M.Ed., Ed.D.	
REX E. SELK	<i>Physical Science</i>
Knox University, A.B.; State University of Iowa, M.S.; Graduate Study, University of West Virginia, State University of Iowa, Ohio University, Emory University.	
JOHN J. SERFF	<i>History</i>
Shippensburg State College, B.S.; Pennsylvania State University, M. Ed.; Ph.D.	
CECIL C. SERONSY	<i>English</i>
University of Virginia, B.A.; Harvard University, M.A., Ph.D.	
THEODORE SHANOSKI	<i>History</i>
East Stroudsburg State College, B.S.; Ohio University, M.A.; Graduate Study, Temple University.	
SAMUEL P. SHILLING	<i>Speech Correction</i>
Pennsylvania State University, B.S., M.S.; Graduate Study, Pennsylvania State University, Bucknell University.	
MRS. BARBARA J. L. SHOCKLEY	<i>Political Science</i>
University of Oklahoma, B.A.; University of Utah, M.S.; University of Pennsylvania, Ph.D.	
MRS. RUTH D. SMEAL	<i>Circulation Librarian</i>
Bloomsburg State College, B.S.; Marywood College, M.S.L.S.; Graduate Study, Pennsylvania State University.	
ROBERT R. SOLENBERGER	<i>Sociology</i>
University of Pennsylvania, A.B., M.A.; Graduate Study, University of Pennsylvania.	
JANET STAMM	<i>English</i>
Mount Holyoke College, A.B.; University of Pennsylvania, M.A., Ph.D.	
WILLIAM B. STERLING	<i>Geography</i>
Plattsburgh (N.Y.) State Normal School, Diploma; University of Buffalo, B.S.; Syracuse University, M.S.Ed.; Flight Instructor's Rating. Designated Flight Examiner No. 3499 (C.A.A.); United Air Lines Pilot School, Cheyenne, Wyoming; Pennsylvania State University, Ed.D.	

20 *Bloomsburg State College*

THOMAS G. STURGEON	<i>English</i>
Westminster College, A.B.; Harvard University, M.A., Ph.D.	
GEORGE G. STRADTMAN, SR.	<i>Mathematics</i>
Millersville State College, B.S.; Temple University, Ed.M.; Graduate Study, Pennsylvania State University, Temple University, Union College.	
GERALD H. STRAUSS	<i>English</i>
University of Pennsylvania A.B.; Columbia University, M.A.; Graduate Study, University of Missouri, University of Pennsylvania.	
RAY T. SUNDERLAND	<i>Benjamin Franklin Laboratory School</i>
Shippensburg State College, B.S.; Western Maryland College, M. Ed.; Graduate Study, Pennsylvania State College.	
DAVID A. SUPERDOCK	<i>Physical Science</i>
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Bucknell University.	
ANTHONY J. SYLVESTER	<i>History</i>
Newark College of Rutgers University, A.B.; Rutgers University, M.A.; Graduate Study, University of Chicago.	
LOUIS F. THOMPSON	<i>English</i>
Columbia College, A.B.; Lehigh University, M.A., Ph.D.	
S. LLOYD TOUMEY	<i>Director of Business Education</i>
Ball State College, B.S.; University of Georgia, M.Ed., Ed.D.	
MORDECAI D. TREBLOW	<i>Chemistry</i>
University of Pennsylvania, A.B.; Pennsylvania State University, M.S.; Graduate Study, St. Joseph's College.	
GEORGE A. TURNER	<i>History</i>
Eastern Illinois University, B.S., M.S.; Graduate Study, Indiana University.	
EVABELLE D. VALNEY	<i>Special Education</i>
Los Angeles State University, B.A.; M.A.; University of Virginia, Ed.D.	
DONALD A. VANNAN	<i>Elementary Education</i>
Millersville State College, B.S.; Pennsylvania State University, M.Ed., Ed.D.	
EARL W. VOSS	<i>Health and Physical Education</i>
West Chester State College, B.S.; Temple University, M.Ed.; Graduate Study, Temple University.	
E. PAUL WAGNER	<i>Education and Psychology</i>
Pennsylvania State University, B.S., M.Ed., Ed.D.; Public School Psychologist.	
JOHN L. WALKER	<i>Director of Admissions</i>
Westminster College, B.B.A., M.S.; Graduate Study, University of Pittsburgh.	
ROBERT DANIEL WARREN	<i>History</i>
Appalachian State Teachers College, B.S.; Georgetown University, M.A.; Ph.D.	
NORMAN E. WHITE	<i>Chemistry</i>
Wittenberg University, A.B.; University of Pennsylvania, M.S., Ph.D.	
JAMES R. WHITMER	<i>History</i>
Ball State Teachers College, B.A.; M.A.; Graduate Study, Ball State Teachers College.	

Faculty Emeriti 21

MRS. ELIZABETH B. WILLIAMS

Assistant to Dean of Women

Slippery Rock State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Syracuse University.

KENNETH T. WILSON, JR.

Art

Edinboro State College, B.S.; Pennsylvania State University, M.A.; Graduate Study, Pennsylvania State University.

MARY E. WRAY

Health and Physical Education

Lake Erie College, A.B.; Pennsylvania State University, M.S.; Graduate Study, University, of Pittsburgh, Pennsylvania State University.

JANICE M. YOUSE

Speech

Temple University, A.B.; Graduate Study, Temple University.

FACULTY EMERITI

MRS. LUCILE J. BAKER (Retired May, 1956)

Benjamin Franklin School

EDNA J. BARNES (Retired May, 1961)

Elementary Education

HOWARD F. FENSTEMAKER (Retired May, 1963)

Chairman, Department of Foreign Languages

JOHN J. FISHER (Retired May, 1951)

Psychology

WILLIAM C. FORNEY (Retired May, 1959)

Business Education

EDNA J. HAZEN (Retired Jan. 1958)

Director of Elementary Education

ALICE JOHNSTON (Retired Jan., 1952)

Speech

MARGUERITE W. KEHR (Retired June, 1953)

Dean of Women

KIMBER C. KUSTER (Retired May, 1962)

Chairman, Department of Science

PEARL L. MASON (Retired May, 1945)

Librarian

LUCY McCAMMON (Retired Jan., 1958)

Physical Education

HARRIET M. MOORE (Retired May, 1951)

Music

THOMAS P. NORTH (Retired Jan., 1955)

Dean of Instruction

ETHEL A. RANSOM (Retired Jan., 1954)

Mathematics

EDWARD A. REAMS (Retired May, 1952)

Social Studies

H. HARRISON RUSSELL (Retired May, 1951)

Geography

J. ALMUS RUSSELL (Retired May, 1965)

English

MRS. ANNA GARRISON SCOTT (Retired May, 1956)

Benjamin Franklin School

GRACE H. WOOLWORTH (Retired May, 1956)

Benjamin Franklin School

C. M. HAUSKNECHT (Retired July, 1950)

Business Manager

BLOOMSBURG STATE COLLEGE HISTORY

PRINCIPALS

Henry Carver	1869—1871
Charles G. Barkley	Dec. 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswold	1873—1877
D. J. Waller, Jr.	1877—1890
Judson P. Welsh	1890—1906
D. J. Waller, Jr.	1906—1920

PRESIDENTS

Charles H. Fisher	1920—1923
G. C. L. Riemer	1923—1927
Francis B. Haas	1927—1939
Harvey A. Andruss	1939—

Bloomsburg State College traces its beginning to 1839 when a private academy was opened in Bloomsburg. During the next two years, under the leadership of C. P. Waller, a graduate of Williams College, it became a successful and well-established school. After Mr. Waller left in 1841, the academy continued through varied fortunes until 1856, when it was chartered and incorporated as the Bloomsburg Literary Institute.

The following decade, including the critical years of the Civil War, was a period of struggle for the Institute, but in 1866 the election of Professor Henry Carver as Principal brought a change. Under his strong leadership the early policies of the school were established and a building to house 300 students was erected. This building, the present Carver Hall, was dedicated, with gala observance by the townspeople, on April 4, 1867. Members of the first class at the new school — D. J. Waller, Jr., George E. Elwell, and Charles Unangst — by popular subscription raised \$1,200 in a single week for the bell, which formerly called the students to classes.

In the autumn of the same year, a view of the new school on the hill "ablaze with lights" suggested to John P. Wickersham, State Superintendent of Public Instruction, that the location would be ideal for a State Normal School whose establishment in the Sixth District was then pending. After necessary negotiations, official action, and the construction of a new dorm-

itory, the school became the Bloomsburg Literary Institute and State Normal School on February 19, 1869.

The next eight years were trying ones that included the resignation of Professor Carver, two interim Principalships under Charles G. Barkley (1871-1872) and the Reverend John Hewitt (1872-1873), a fire that totally destroyed the dormitory, and the short-term Principalship of Dr. T. L. Griswold (1873-1877). But in Dr. Griswold's administration the school did begin paying expenses and did construct a new dormitory, the original part of the present Waller Hall. The installation of Dr. D. J. Waller, Jr., in 1877 as Principal brought thirteen years of stability and growing prosperity to the school. While he was Principal, the Model School and the east wing of the dormitory were built.

Dr. Judson P. Welsh succeeded as Principal in 1890, when Dr. Waller resigned to become State Superintendent of Public Instruction. Additions to the four-story dormitory and to the gymnasium were built under Dr. Welsh, and Science Hall was opened in 1906, shortly after his resignation.

Dr. D. J. Waller, Jr., returned as Principal in 1906. In 1916 the Bloomsburg Literary Institute and State Normal School was purchased by the Commonwealth of Pennsylvania and became the Bloomsburg State Normal School. In 1920, at the age of 74, Dr. Waller retired.

The emphasis of instruction at the Normal School was changed by its next Principal, Dr. Charles H. Fisher (1920-1923), from Secondary and college preparatory work for special teachers to full-time education of teachers. Dr. G. C. L. Reimer followed Dr. Fisher as Principal and remained in office until the institution became a State Teachers College in May, 1927.

Under the administration of Dr. Francis B. Haas (1927-1939), the College made great advancements in the program of teacher education and in the physical plant. Eighteen acres of land were added to the school's property; several buildings were constructed, including a laundry, the Elementary Training School, the Gymnasium, the Junior High School, and the Shop and Maintenance Building; and other construction work was completed. Dr. Haas resigned in August, 1939, to assume, for the second time, the duties of State Superintendent of Public Instruction for Pennsylvania.

Dr. Harvey A. Andruss, who had organized and directed the Department of Business Education and had served as Dean of Instruction from 1937-1939,

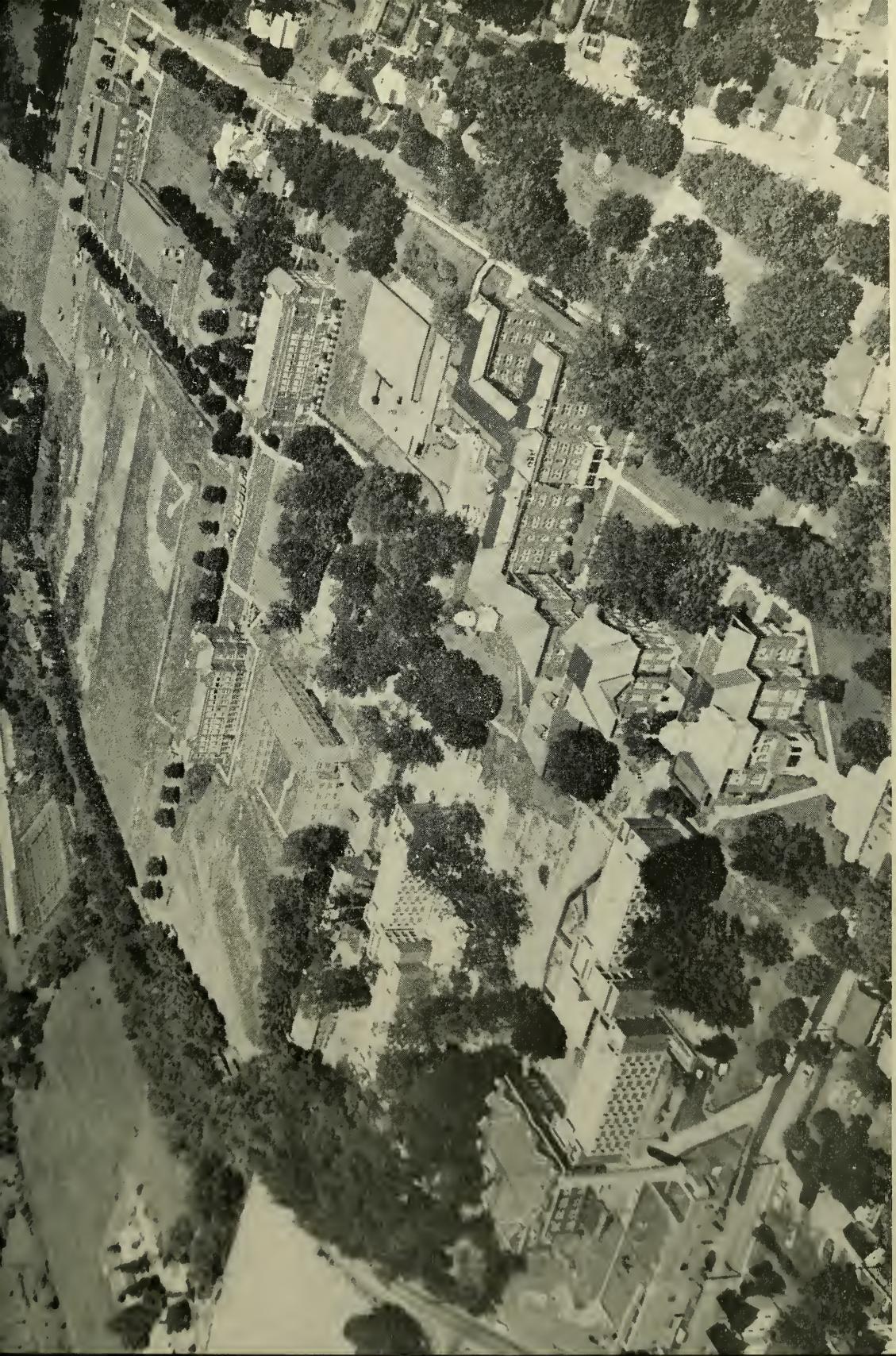
was appointed to succeed Dr. Haas as President. During the next two decades of hot and cold wars, the campus was enlarged, new buildings were added, and the number of students and faculty were trebled or quadrupled.

Early in 1960, Bloomsburg became a State College. In the same year, the College celebrated the Thirtieth Anniversary of the Division of Business Education, received continuing accreditation from the Middle States Association as a degree-granting institution, and was approved by the State Council of Education to inaugurate a program of graduate studies leading to the Master of Education degree, beginning in June, 1961. The scope of curriculum offerings was broadened in May, 1962, when the College received permission from the State Council of Education to grant the Bachelor of Arts degree in the Humanities, the Natural Sciences, and the Social Sciences.

The approved Campus Plan has been modified to provide buildings for an anticipated enrollment of 5,600 students by 1972. The first step to be completed in this expanded program of construction was the doubling of the heating plant capacity and the replacement and extension of utilities at a cost of nearly one million dollars. Three months later, in September, 1964, two new residence halls were occupied for the first time by 500 women students.

Programmed construction currently involves a total of nearly 14.5 million dollars. This consists of either actual contracts awarded or of projects in various stages of planning and design. The new library building, started in November, 1964, is to be completed in August, 1966. Ground was broken during the summer of 1965 for the auditorium which is scheduled for occupancy in December, 1966. Nearing completion are plans for a dormitory to house 300 men, a new athletic field for football, baseball, and track, a further extension of utilities to bracket the campus, a science and classroom building, and a high rise dormitory for 672 men. Architects are expected to be appointed late in 1965 to design a dining hall and kitchen, a student center, parking facilities, and additional extensions of utilities.

The college year 1964-1965 was highlighted by a year-long observance of the 125th anniversary of the founding of the college and the 25th anniversary of the administration of President Harvey A. Andruss; 1964 also marked the ninety-fifth year of teacher education at Bloomsburg. An impressive series of special events, programs, convocations, and publications marked these milestones of educational progress and distinguished service to the Commonwealth of Pennsylvania.



Aerial View of Campus

CAMPUS AND BUILDINGS

CAMPUS. The State College property comprises about 60 acres, of which over forty acres form the campus proper. The campus lies on a hill-side from which one looks down over Bloomsburg homes toward the bright ribbon of the Susquehanna and beyond to the softly tinted distant hills. The campus contains an athletic field, tennis courts, and a general recreation field. The buildings of the State College reflect the growth of the institution.

CARVER HALL. Carver Hall, erected in 1867, and named for Henry Carver, the first Principal, stands at the head of Main Street. Its white bell tower and pillared entrance form a picturesque approach to the College campus and buildings. The building contains an auditorium seating 900, which has just recently been completely renovated and redecorated. Administrative offices are located in this building.

NOETLING HALL. Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is directly behind Carver Hall. On the first floor are housed classrooms and faculty offices. Adequate and attractive lounges, including a compact kitchen unit for day women are located on the first floor. The Audio-Visual Education Laboratory is housed on the second floor.

WALLER HALL. The main dormitory, Waller Hall, named for D. J. Waller, Jr., Principal of the College for 27 years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet enclosing a patio and fountain. This building is equipped with one passenger and one freight elevator. The ground floor of this building contains the lobby, the College Library, the post office, and offices for the Superintendent of Buildings and Grounds, the Dean of Students, the Dean of Women, and the Director of Public Relations. Five modern enclosed fire towers minimize fire hazards. The women's dormitory occupies the second, third, and fourth floors, and the rooms contain beds, dressers, chairs, and study tables.

The infirmary is located on the second floor, with registered nurses in attendance.

The Alumni Room on the first floor of Waller Hall is furnished as a reception room for Alumni and Faculty. College trophies are displayed in this room. The lobby, with its tapestries and comfortable furniture, is a

favorite social meeting place. In 1949 a brick and tile structure replaced "The Long Porch" overlooking The View—the Susquehanna River beyond the town and Catawissa Mountain beyond the river. In spring, summer, and autumn, students have gathered here for more than half a century to enjoy this panorama.

HUSKY LOUNGE. This former gymnasium adjoins Waller Hall. Space is provided for a completely equipped Snack Bar with booths and tables for dining. An elevated television lounge on the east side and the College Store on the west side of the lounge provide additional student facilities.

FACULTY LOUNGE. An attractively furnished room has been reserved for faculty use near the Husky Lounge. It contains lounge chairs, sofas, and an apartment-style kitchen unit. Faculty committees also meet in this room.

OLD NORTH HALL. North Hall, formerly a men's dormitory, is a short distance from Waller Hall. The first two floors of this three-story building are presently being used to provide temporary offices for departmental chairmen and faculty. This building will be razed during 1964 to make room for a new dormitory for men.

SCIENCE HALL. Science Hall, built in 1906, is equipped for laboratory work in biology, chemistry, and physics. It contains a number of classrooms and two lecture rooms, with projectors, screens, and other visual education apparatus. This building has been renovated and rewired, and modern fire towers have been added.

BENJAMIN FRANKLIN LABORATORY SCHOOL. The Benjamin Franklin Laboratory School building was opened for use in 1930. It is designed, planned, and equipped in accordance with the best modern practice. It provides facilities for demonstration and experimentation from the kindergarten to the sixth grade, as well as a special classroom for the mentally retarded. A newly furnished children's library is located on the first floor, while a Curriculum Materials Center has recently been developed in the basement.

LAUNDRY. The laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the College.

CENTENNIAL GYMNASIUM. The Centennial Gymnasium is located on the eastern boundary of the campus, near the Athletic Field. It contains a

large main gymnasium with a playing court of 48 by 84 feet, and two smaller auxiliary gymnasiums, each with adjoining locker room. To the rear of the main floor is a swimming pool 75 by 30 feet, which meets intercollegiate standards. This building houses, in addition, complete office and classroom facilities for Health and Physical Education Department, and a basement locker room for varsity athletic teams.

NAVY HALL. This building was made available to the United States Navy for its V-12 officer training program during World War II. It contains eleven classrooms, as well as faculty offices. The ground floor has been completely remodeled to provide facilities for the Department of Special Education. This area includes clinics for speech and hearing therapy, reading improvement, and psychological services. A large area designed for group activities and clinical observation augments the more specialized functions of the department. Two language laboratories have been installed on the first floor, along with an arts and crafts center.

SHOP AND STORAGE BUILDING. This structure is a modern brick building adjoining the laundry. It is used for shop and storage purposes, making it possible to concentrate the maintenance equipment and services here.

HEATING PLANT. The Heating Plant, situated on the northwest corner of the campus, has been greatly enlarged and fully modernized to take care of the increased needs of the new college buildings. A large addition, costing \$600,000, was completed in September 1963. The increased boiler capacity will supply heat for new buildings in the proposed Campus Plan.

COLLEGE COMMONS. The College Commons, a dining hall, was completed in December, 1956, at a cost of more than \$500,000. The oak-paneled hall accommodates 800 students, who dine at tables with space for eight. A continuous glass wall on the south side of the building creates a light and airy atmosphere. The latest type of refrigeration and food handling equipment has been installed in the modern tiled kitchen and accompanying storage rooms. A subway connects the College Commons with the women's dormitories.

LIBRARY. The Library, moved to its present site in the spring of 1958, is located on the first floor of Waller Hall, opposite the main entrance. It now has nearly 75,000 volumes of fiction, non-fiction, and bound mag-

azines. It also has a good collection of newspapers, periodicals, pamphlets, and pictures. The seating capacity is well over 100. Additional facilities of 30,000 volumes are available at the Bloomsburg Public Library. The college has recently entered into a cooperative arrangement with Town officials permitting joint use of this institution. When the new Library building is completed in August, 1966, there will be facilities for 750 student readers and 200,000 volumes as well as other special items for library and instructional purposes.

NEW NORTH HALL. The new dormitory for men, with accommodations for 200 students, has a number of special features, including lounge and recreation rooms, administration rooms, laundry room, and an apartment for the Dean of Men. Its attractively decorated bedrooms are furnished with single beds, bureau, study table and lounge chairs. Built-in closets provide space for clothing and other personal effects.

WILLIAM BOYD SUTLIFF HALL. William Boyd Sutliff Hall, a new classroom building adjacent to Centennial Gymnasium, has fourteen classrooms, plus faculty offices. The first floor houses classrooms and laboratories for chemistry, physics, botany, zoology, survey physical science and biological science, and geography. Eight specialized classrooms on the second floor are used for instruction in business education. The offices of the Directors of the Business Education Division and the Graduate Studies Division are also located on the second floor.

EAST HALL AND WEST HALL. Two new dormitories, East Hall and West Hall, with accommodations for 500 women were occupied for the first time in September, 1964. Each residence hall, divided into two wings, is four stories high with fully automatic, hydraulic elevators. Special features include large recreation rooms, lounge areas on each floor, post office boxes, intercommunication systems, storage areas for luggage, and well-furnished study rooms. Each dormitory has offices and living quarters for a dean or resident counselor.

Student rooms are tastefully furnished with single beds, built-in desks, bureaus, and closets, providing space for clothing and personal effects.

Last Lap



BLOOMSBURG PLANS FOR THE FUTURE

A two-phase plan for the development and expansion of Bloomsburg State College has been announced by Dr. Harvey A. Andruss, President of the College. President Andruss outlined the phases of the plan which will accommodate an enrollment of 5600 students by 1972.

To prepare for this anticipated increase in student enrollment, the General State Authority has purchased the Bloomsburg Country Club property at a cost of \$100,000 and the Dillon homestead adjoining the present athletic field on Mt. Olympus at a cost of \$50,500. Other residential properties contiguous to the present campus will be purchased as soon as they become available.

A campus plan, developed by President Andruss and approved by the Board of Trustees, represents the college of tomorrow at Bloomsburg, and is expected to accommodate 3,600 students on the present campus by 1972. It provides for a Living Area in which all dormitories, dining rooms, heating plant, maintenance building, laundry, and administration buildings will be located. The Learning Area will include laboratory schools, classroom buildings, library, and auditorium. The present gymnasium and playing fields, including a quarter-mile track, will be located in the Recreational Area on the east campus.

The newly-purchased Country Club property will be used for a second campus, and plans are now being developed for the beautiful hilltop site. It is believed that this campus will accommodate 2,000 students in a lower (two-year) division program of studies.

New North Hall, the first of three new men's dormitories, was opened in September, 1960, housing 200 male resident students. Old North Hall will be razed in 1965 to provide a site for a second Men's Dormitory for 300, located adjacent to the present College Commons. The third dormitory for men will be constructed on the south side of Second Street, facing Waller Hall, and will accommodate 672 men. Waller Hall and Noetling Hall will be demolished so as to provide a dining hall and community activities center, facing East Second Street. In time, a third women's dormitory will be located around the site of the present Science Hall. East and West Halls for women were occupied for the first time in September, 1964.

Carver Hall will continue to be used as an Administration Building, while a new auditorium to seat 2,000 students is being constructed at the end of Spruce Street, with the rear of the building facing Light Street Road.

Bids were received in late 1964 by the General State Authority for the construction of a new library to shelve 200,000 volumes. The library and the auditorium, both fully air-conditioned will provide much-needed accommodations for a steadily increasing enrollment.

In order to provide more adequate facilities for intramural and varsity athletics and recreation, a new athletic field will be built east of Mt. Olympus at an estimated cost of \$591,000. Construction is expected to begin in 1965, although no completion date has been set.

Funds are expected to become available late in 1965 for the dining hall, kitchen, and student center as well as a science and classroom building. The latter will include laboratories, large and small lecture rooms, and a classroom wing.

Other buildings which will need to be constructed in the more distant future are as additional Maintenance Building, a field house, and a classroom building.

A student capacity of 3600 assumes that dormitories will accommodate 2100 students, while off-campus students living in the Town of Bloomsburg and those commuting to the campus each day will number about 1400.

→
Maybe it's the lens.



←
What do you see?

UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN PENNSYLVANIA STATE COLLEGES

(Subject to Change without Notice)

I. COMMUNITY ACTIVITIES FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, accident insurance, et cetera; provided, that students taking extension courses, or regular session students taking less than nine credit hours, may secure the benefits of the Community Activities Program by the payment of the Community Activities Fee.

II. BASIC FEES

1. *Semester of eighteen weeks:*

(a) A basic fee for each student in each curriculum is charged as follows:

SEMESTER FEES

	Regular	Special	Totals
Elementary Education	\$125.00	(none)	\$125.00
Secondary Education	125.00	(none)	125.00
Business Education	125.00	\$12.00	137.00
Special Education	125.00	10.00	135.00
Arts and Sciences	150.00	(none)	150.00

This fee is fixed by the Board of Trustees as necessary for the proper operation of the College as provided in Section #2008 of the School Laws of Pennsylvania.

(b) Students taking nine or less credit hours shall pay at the rate of \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); students taking ten or more credit hours shall pay the regular basic fees; basic fees for special curriculum shall be pro rated on the basis of an eighteen credit hour load.

(c) Students taking extension courses shall pay at the rate of \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); provided that the regular fees for special curriculums shall be pro rated on the basis of an eighteen credit hour load.

2. *Summer Sessions:*

- (a) \$12.50 per credit hour (Teacher Education); \$15.00 per credit hour (Arts and Sciences); out of state students, \$20.00 per credit hour. (See paragraph VI—*Fees for Out of State Students*). A minimum fee of \$37.50 will be charged for Pennsylvania students and \$60 for out-of-state students.
- (b) In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, or clinics of the special curriculums.

Business Education Fee—\$2.00 per three week session.

Special Education Fee—\$5.00 per three week session.

- (c) Students enrolled for periods of instruction differing from the schedule, pay fees in addition on a pro rata basis of the schedule of fees provided for the regular three weeks summer session.

III. HOUSING FEES

- 1. Housing rate for students shall be \$153.00 per one-half semester and \$51.00 for a three-weeks Summer Session. This includes rooms and meals.

- (a) Students expecting to occupy dormitory rooms in September must pay \$153.00 (one-half of the housing fee for a semester) before August 15. The remainder, \$153.00, may be paid before November.

- (b) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, the housing rates shall be divided as follows: \$8.00 for room and \$9.00 for table board.

- 2. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, and others) shall be \$15.00 per week.

- 3. The rate for transient meals and lodging shall be:

Breakfast, \$0.60; Lunch, \$0.85; Dinner, \$1.25; Room, \$1.50.

IV. DAMAGE FEE

Students shall be responsible for damages, breakage, loss, or delayed return of college property.

V. INFIRMARY FEE

After three days in the college infirmary, boarding students shall be charged an additional \$1.00 for each day in excess of that period.

Day students who may be admitted to the infirmary shall pay board at the rate of \$3.00 a day, starting with the first day. This charge includes the regular nurse and medical service, but does not include special nurse or special medical. service.

VI. FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$20.00 per semester hour of credit.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in II, 1-a, in addition to the regular fee of \$20.00 per semester hour of credit, as stated in the preceding paragraph.

VII. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of diploma.

VIII. RECORD OF TRANSCRIPT FEE

One Dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

IX. DELINQUENT ACCOUNTS

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

X. FEE FOR LATE REGISTRATION AND LATE PAYMENTS

Each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of Late Registration Fee shall not exceed \$5.00, except when because of illness or any other unavoidable causes, permission for late registration has been secured in advance from the President. The same regulations shall apply to approved inter-semester payments and all checks returned by the Commonwealth for reason of "insufficient funds."

XI. SCHEDULE CHANGE FEE

A \$2.00 fee for students, who, once they have conferred with the scheduling officer and have decided on their schedule, change their class schedules for personal or other considerations.

XII. SPECIAL CLINICAL SERVICES

1. Diagnostic evaluation of reading skills which includes selected standardized reading tests, Lavell Hand-Eye Co-Ordination Test, and telebinocular examination—\$15.00.

2. Reading Clinic Services daily for one hour for a six-week period—\$20.00.

For the regular semesters of the college year effective Second Semester 1962-1963:

1. Diagnostic evaluations of reading skills—\$15.00.

2. Reading Clinic Services twice a week per semester—\$25.00.

B. DEPOSITS

(Subject to Change without Notice)

Advance Registration Deposit

An Advance Registration Deposit of \$10.00, payable to the Commonwealth of Pennsylvania, shall be made by all new students; this amount shall be paid when the student requests registration. It is not repayable.

When a student is approved for admission to college, an amount of \$50.00, payable to Community Activities, shall be collected. This represents the Community Activities Fee for the year.

Returning students shall pay a deposit of \$50.00, payable to Community Activities, in advance of their registration.

REFUND AND REPAYMENT POLICY

The Advance Registration Deposit will not be repaid to any student who has been accepted by the Director of Admission for admission, or to any student who is temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraws from college.

Repayment of other fees will not be made except for personal illness, which is certified to by an attending physician, or for such other reasons as may be approved by the board of Trustees (see below).

If any fees other than the Activities Fees are paid by Bank Drafts, Post Office Orders, or Checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to "Community Activities." Post Office Orders for these fees must be drawn on the Post Office at Bloomsburg.

Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of the Advance Registration Deposit. However they may receive a repayment of the Community Activities Fees of \$50.00. Returning students, who have paid the Community Activities Fee may receive a repayment of that fee, if they make written application to the Business Manager of the college before September or December of the semester when they expect to enter.

Any other inquiries relating to fees should be addressed to Mr. Paul G. Martin, Business Manager, Bloomsburg State College, Bloomsburg, Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above, may be charged by a State College.

D. REPAYMENTS

I. REPAYMENT WILL NOT BE MADE

1. to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college for any cause whatsoever.
2. for the Advance Registration Deposit for any cause whatsoever.

II. A REPAYMENT MAY BE MADE for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for that part of the semester which the student does not spend in college.

SUMMARY OF EXPENSES
 (Subject to Change without Notice)

The cost of one semester for students living at

	Home	College
Basic Fee (Teacher Education) -----	\$125.00	\$125.00
Arts and Sciences ----- (150.00)		(150.00)
Housing Fee (Board and Room) ----- (none)		306.00
Community Activities Fee ----- 25.00		25.00
Books and Supplies (Estimated) ----- 75.00		75.00

Total ----- \$225.00		\$531.00
		(250.00) (\$566.00)

Business students pay \$12.00 additional.

Special Education Students pay \$10.00 additional.

Out-of-state students pay \$20.00 per semester hour of credit.

At the time of application new students are furnished with a summary of estimated expenses for the current college year. The payment of all fees is due as directed by the Business Office. The college reserves the right to withhold all information regarding the record of any student who is in arrears in the payment of fees or other charges, including student loans. The college does not offer a time payment plan, and students living in college residence halls are required to pay one-half of the semester housing fee before August 15, the remainder must be paid before November 1.

A billing statement of student accounts will be mailed prior to registration each semester. All accounts must be paid as directed by notice which accompanies the billing statement. Failure to comply with this requirement will eliminate a student from registration.

Keys

Each student secures a room key or locker key for \$1.00. This deposit is refunded when the key or lock is returned.

Baggage

Incoming baggage should be clearly marked with the owner's name and "Bloomsburg State College, Bloomsburg, Pennsylvania."

Guests

Arrangements for rooms guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates are as follows: Breakfast, \$0.60; Luncheon, \$0.85; Dinner, \$1.25; Room,\$1.50.

Books and Supplies

Books and supplies are estimated at \$75.00 for each semester. Students may secure books and supplies at the College Store. This store is operated on a cash basis.

College Banking

The Community Activities Office, located in Waller Hall opposite the Post Office, is prepared to handle deposits of cash for students in order that they may secure small amounts of money at convenient times.

OTHER REGULATIONS

Notice of Withdrawal

Students leaving the college *must* notify the Office of the Dean of Students and the Office of the Dean of Instruction of their withdrawal. Regular charges will be made until the notice of withdrawal is forwarded to the Business Office by the Dean of Instruction.

Physical Education Equipment

Students must wear regulation uniforms for all physical education classes. These are to be purchased in the College Store after the student arrives at College, in order that the outfits for the group may be uniform in style and color.

Laundry

The College has discontinued personal laundry service with the exception of bed linens which are supplied by the College. Coin-operated washers and dryers are available in college dormitories and in the community. Commercial laundry service is available in the town of Bloomsburg.

Student Residence

Students not living at home and not working in homes approved by the college, *must live in the dormitories if rooms are available*. They must not leave dormitory rooms vacant before the end of the semester.

Residence on Campus

Each dormitory room is furnished with double-decker or single beds, mattresses and pillows, dressers, study table and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:

1. A mattress pad for mattress 36 by 75 inches.
2. A cloth or plastic cover for pillow 21 by 27 inches.
3. Blankets or bed comforters.
4. Towels.
5. Metal wastebasket.
6. Study lamps. (approved by college)

Resident Students Living Off Campus

In situations where dormitory housing may not be available, upon notification from the College, students are required to select off campus rental accommodations from lists of College inspected and approved rooms and apartments in the Town of Bloomsburg. Lists of approved off campus housing may be obtained from either the Dean of Men or the Dean of Women.

Each resident student living off campus is required to enter into a written agreement with his householder or landlord covering the period of proposed tenancy, using Student Housing Agreement forms provided by the College.

It is expected that resident students living off campus will conduct themselves with the same decorum expected of other resident students and that they will comply with the house rules and regulations of their householders or landlords.

An Assistant to the Dean of Men and an Assistant to the Dean of Women supervise the housing of resident students living off campus.

Commuting (Day) Students

Dayroom facilities are provided for women and men students who do not live on the campus or in off campus rental housing approved for resident students.

The women's day room is located in the lower level of the Curriculum Materials Center in the Benjamin Franklin School. Comfortable lounge furniture provides for rest and relaxation. Locker space and facilities for study are also available.

The men's day rooms are on the basement floor of Science Hall. The spacious lounge has facilities for study, recreation, lunch, and storage.



Speech Clinic Demonstration



Yes . . . Rocks !

TYPES OF STUDENT ASSISTANCE

EMPLOYMENT POLICY

1. Application (based on need) for student assistance will be filled out by the student seeking employment and filed with the Dean of Students..
2. Hourly rates of payment for the college year 1965-66 ranged from \$.75 to \$1.00.
 - (a) College dining room and kitchen employment were paid at rates of \$.75 to \$1.10 per hour during the college year 1965-66.
 - (b) All rates of payments are subject to change without notice.
3. Responsibilities of supervisors of student employment.
 - (a) An evaluation of each student employee shall be made by his supervisor in the following terms:
 1. Very satisfactory.
 2. Satisfactory.
 3. Unsatisfactory, with appropriate comment.

The lower part of the application form will be detached so that it may be placed in the student's personnel folder in the office of the Dean of Students at the end of each college year until the Senior Year, when it will then be transferred to the Placement Folder of the graduating student.

- (b) Those who certify student payrolls and supervise student employees have authority to terminate the employment of any student who consistently refuses to conform to the standards set up by the supervisor. However, the Dean of Students shall review all cases in terms of future employment.
4. Responsibilities of student employees.
 - (a) Student employees are expected to maintain standards of performance which include punctuality, attendance, and satisfactory discharge of the duties assigned.
 - (b) Each student employee is entitled to have one week-end off each month if his assignment involves duties on Friday, Saturday, or Sunday. If an employee expects to absent himself for

more than one week-end a month, he must advise his immediate supervisor one week in advance, and if the work schedule permits, the supervisor may change his work schedule. In the event the work schedule is interrupted by absence of more than one week-end a month by the student employee, he must secure a qualified substitute, satisfactory to the supervisor, and present these arrangements for approval before his absence.

5. Household work in private homes in Bloomsburg is sometimes available for students. This work may be secured with the help of the college or of friends. These homes must be approved by the Assistant to the Dean of Men or Assistant to the Dean of Women. Students should contact the Dean of Students for information.
6. Other employment is available from time to time through the requests that reach the Dean of Students who will post a general announcement to the student body, and will arrange for interviews between students and prospective employers.

SCHOLARSHIPS

1. The Alumni Association offers scholarships ranging from \$50.00 to \$100.00 per year, depending upon demonstrated need and ability of the student. Application blanks may be secured from the Dean of Students, and preference is given to worthy Freshmen and Sophomore students. Selection is made by the Faculty Scholarship Committee and approved by the President of the College.
2. College Community Scholarships, payable from profits of the College Book Store and Husky Lounge Snack Bar, are administered under the same general policy as stated for Alumni Scholarships.
3. The Shuman Award is given to an outstanding Freshman, Sophomore, or Junior athlete. The candidates must have a 2.3 quality point average for the previous semester and a 2.0 cumulative average. He must be of good moral and ethical character, show emotional stability, and indicate that he will be a reliable member of the teaching profession.
4. Other scholarships are the Bruce Albert Memorial Scholarship of \$120.00; the President's Scholarship of \$100.00; Rhodes Scholarship of \$200.00; Lucy McCammon Scholarship of \$200.00; Faculty Association Scholarship, \$100.00; B.S.C. Columbia County Alumni Association; Day Men's Association; Men Residents' Scholarship. Dean William Boyd Sutliff Memorial Scholarship.

The Bloomsburg Parent-Teacher Association also awards scholarships from time to time to college students. Recipients of these scholarships are selected according to college policy.

5. None of these scholarships is available to students prior to the first nine-weeks grading period of any college year.

LOAN FUNDS

1. The Alumni Loan Fund is available to all students except first semester freshmen, who have a quality point average of 2.0 or better. Information may be secured from the Dean of Students. The amount loaned to any one person may not exceed \$1000.00, and loans are to be repaid in monthly installments of not less than \$20.00, beginning four months after graduation. No interest is charged on such loans.

2. The Kehr-Ward Fund is available for loans not exceeding \$50.00 (strictly an emergency loan). This fund was established in memory of Miss Irma Ward by the Alumni who worked in the Dining Room while she was College Dietician from 1924 to 1939. These loans are repayable within the college year in which they are made.

3. The Bakeless Memorial Fund resulted from an initial contribution to a loan fund in memory of Oscar Hugh Bakeless and his wife. An equal amount raised by the College Community will be included in this loan fund, which is available to any student meeting the requirements of General loan fund policies set by the Faculty Committee on Scholarships, Grants, and Loans.

FEDERAL LOANS

The National Defense Student Loan program operates under regulations promulgated by the National Defense Education Act of 1959. The U. S. Congress makes special appropriations to the Department of Health, Education, and Welfare, part of which is allotted by the Secretary for loans to needy students preparing to teach in the public schools of the United States.

The allotment to BSC is supplemented by the profits from the College Book Store. Applicants for loans are required to sign a loyalty oath and promissory note. Under present administrative policy, a student may secure no more than \$750 a year from this fund.

Repayment of loans begins one year after the student finishes or withdraws from college. Ten yearly payments at 3% interest annually are required. Those persons teaching for five years following graduation will have half of the loan forgiven.

ADMISSION REQUIREMENTS

Following is a statement of the general policies controlling admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following statements:

A—General Admissions Policies:

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. College authorities will make an appraisal of the student's detailed secondary school record in order to determine his capacity to do satisfactory college work. In all cases the college shall seek further evidence from the results of the Scholastic Aptitude Test and the English Composition Achievement Test of the College Entrance Examination Board. Arrangements for taking these tests are left to the applicant.
2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school officials acquainted with the student.
3. Health and physical condition as evidenced by a health examination by the student's family physician reported on a prescribed form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his ability to pursue a normal college program.
4. Recommendations of one or more college staff members following a personal interview with the applicant. It is the responsibility of the applicant to schedule this interview.
5. For admission to special curricula, the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

B—Admissions Procedures for New Applicants:

ALL NEW APPLICANTS must have on file the following credentials before admissions consideration can be given: (Items 1, 2, and 3 should be on file prior to the personal interview).

1. Application for admission and application fee — filed by the applicant.

2. Physical examination form — filed by a physician.
3. High school transcript and personality rating — filed by high school principal or guidance counselor.
4. Official results of the Scholastic Aptitude Test and the English Composition Achievement Test of the College Entrance Examination Board — sent directly from the College Entrance Examination Board, Princeton, New Jersey.

5. Personal Interview Record — filed by college staff member after interview.

The necessary application materials, as well as a detailed instruction sheet, will be forwarded to applicants upon request. Personal interviews may be arranged by contacting the Director of Admissions. These interviews may be scheduled on Monday through Friday 9:00 a.m. to 5:00 p.m. and Saturday 9:00 a.m. to noon.

C—Transfer Requirements:

Students wishing to transfer to Bloomsburg State College may be candidates for admission only if:

1. They have been in attendance at other colleges four semesters or less.
2. They are in good standing academically and otherwise at the institution previously attended and have a record of honorable dismissal or completion of their work at that college or university.
3. They have a cumulative quality point average of C-plus or better.

D—Transfer Procedures:

All transfer students must follow the admissions procedures for new applicants and must file the following additional credentials:

1. Complete college transcript(s) — sent by previous college or university at applicant's request.
2. Clearance form — obtained from the Bloomsburg State College Office of Admissions to be completed by the appropriate official at previous college or university.
3. Letter explaining in detail the student's reasons for wishing to transfer to Bloomsburg State College.

The above procedures must be completed by August 15 for admission to the fall semester and by January 10 for admission to the spring semester.

The applications of students meeting the transfer requirements and completing the necessary transfer procedures, will receive the same consideration as those of other new candidates, but the applicant must demonstrate better-than-average results on the Scholastic Aptitude Test of the College Entrance Examination Board and have personal characteristics pointing to success as a Bloomsburg student.

The quota of transfer students is not to exceed 10% of any entering group.

Readmission of Former Students

Students who have attended Bloomsburg State College and have withdrawn for acceptable reasons may request readmission by writing directly to the Admissions Office for an Application for Readmission. Any student seeking readmission who has attended another college or university since leaving Bloomsburg must send a transcript of their record to the Director of Admissions at Bloomsburg.

All readmission applications must be filed not later than August 15 for the fall semester or January 10 for the spring semester.

Evaluation of Credits

All evaluations are made by the Dean of Instruction *after* the student has been admitted and are subject to change according to any revisions made in the requirements for graduation.

Courses to be transferred must have been completed in an accredited college or university, must carry a "C" or better grade, must be within the general framework of the student's proposed curriculum at Bloomsburg and must be comparable in content and in scope to courses offered at Bloomsburg State College.

No student may obtain a Bachelor of Science or Bachelor of Arts degree at Bloomsburg without a minimum residence of one year in the curriculum in which the student intends to graduate.

Correspondence courses are not offered or accepted by Bloomsburg State College.

All evaluations are tentative until a student has satisfactorily completed at least one full semester at Bloomsburg.

Present Bloomsburg students desiring to take work at any other institution must make written application to the Dean of Instruction for approval in advance. Otherwise credits may not be accepted.



← Deck the Halls . . .



Waiting for Santa . . .

VETERANS AT BLOOMSBURG

The educational opportunities for Veterans authorized by Public Law 550 (Korean Veterans), and, in special cases Public Laws 16 and 894, are available. The College is cooperating with the Veterans' Administration in offering the regular degree curriculums to those desiring to teach in the fields of elementary, secondary, business, or special education.

Graduates of approval four-year high schools are admitted to these educational programs upon application, in conformity with the established entrance requirements.

Veterans who are not graduates of four-year high schools may be admitted to the College under certain provisions as set forth in Bulletin I, *The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examinations and for the Issuance of the High School Equivalent Diploma under Act Number 212, Approved May 15, 1945*, issued by the Department of Public Instruction, September 7, 1945. Veterans who desire information should contact the Director of Admissions to determine whether or not they are eligible for admission under this plan.

To qualify for educational benefits under the G.I. Bill of Rights, all Veterans are required to present a *Certificate for Education and Training*, secured from the nearest Regional Veterans Administration Office, at time of original registration.

The College does not accept credits for courses taken under the United States Armed Forces Institute Program, but credits earned in residence or in extension work at accredited colleges or universities will be evaluated for transfer by the Dean of Instruction. All evaluations are tentative until the student has been in residence for one semester.

ACADEMIC REGULATIONS

SCHEDULING CLASSES

The installation of electronic data processing equipment has enabled the college to perform certain routine administrative tasks with greater efficiency. Prior to the beginning of each semester, the student prepares a class schedule with the help of a faculty advisor. After this schedule has been approved by the divisional director involved, it will be printed in the Data Processing Center and handed to the student at registration. Any changes in this schedule must be approved by the Dean of Instruction. At the end of each grading period,

members of the faculty record grades on course cards, which become the basis of the permanent record of each student.

PROVISION FOR SUPERIOR STUDENTS

A student whose work for a semester average 3.0—"B," or above may petition the Dean of Instruction for approval to schedule course work in addition to that normally scheduled for that semester (16 credit hours).

PROGRESS REPORTS AND RECORDS

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete grade report is made to the parents of each student.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student, and filed. The report is then sent out as before. Any parent not receiving such a report at the end of any grading period should notify the Dean of Instruction so that a duplicate may be mailed.

SYSTEM GRADING

The system of grading used at this college and its interpretation is as follows: *A* — very high; *B* — high; *C* — average; *D* — low; *E*, failure involving repetition of the entire course. *W* — a withdrawal, approved by the Dean of Instruction while the student is passing the course. *Incomplete* — work not handed in, or material does not satisfy the instructor's standards or the course requirements. *Condition* — work which, although sufficient in quantity, is of such a quality as not to warrant the giving a grade of *E* or failure, but may if certain conditions are met result in a passing grade.

QUALITY POINT SYSTEM

For each semester hour *A* carries 4 quality points.

For each semester hour *B* carries 3 quality points.

For each semester hour *C* carries 2 quality points.

For each semester hour *D* carries 1 quality point.

For each semester hour *E* carries 0 quality points.

A grade of *W* is not considered in computing quality points.

Incomplete is not considered in computing quality points.

Condition is not considered in computing quality points.

To be graduated, a student must have a quality point average of not less than 2.0.

REMOVAL OF "CONDITIONS" AND "INCOMPLETES"

Each instructor listing a condition or an incomplete at the end of a semester shall file with the Dean of Instruction a detailed statement of the steps to be taken by the student for the removal of such condition.

A printed form ((blue) must be secured at the office of the Dean of Instruction to be used when a condition or an incomplete has been removed. It is the responsibility of the student to have this form signed by the instructor removing the condition, and to present it to the Dean of Instruction for recording.

If the condition is not removed within one calendar year, the grade automatically becomes an E and the course must be repeated. This is also true of the grade "Incomplete."

PREREQUISITE FOR STUDENT TEACHING

A student is eligible for assignment to student teaching if he has attained a quality point average of 2.0 in not less than 90 credit hours.

RESIDENCE REQUIRED FOR GRADUATION

The minimum period of residence at this college is one year or its equivalent. Former students certified for teaching by having completed two or three years of college work who are candidates for the Bachelor of Science Degree in Education, must complete at least one-half of the remaining work required for the degree in residence at Bloomsburg. Residence credit may be earned in the classes of a regular semester, in summer school, or in Saturday classes for teachers-in-service.

REQUIREMENTS FOR GRADUATION

The conferring of the degree of Bachelor of Science in Education, or any other degree which the Bloomsburg State College is authorized to grant, and the Application for the Pennsylvania Teaching Certificate require the following:

- 1 — Completion of 128 semester hours of credit in a specified undergraduate curriculum, or 30 hours of graduate credit in courses required for the degree of Master of Education.
- 2 — A condition of health and physical fitness, which assures teachers for the Commonwealth of Pennsylvania who will possess the vigor and vitality necessary for this profession.
- 3 — Emotional stability, as evidenced by active participation in college social and academic activities.

4 — Personality traits considered by the college to be adequate for a member of the teaching profession.

5 — High moral and ethical standards of conduct.

The college reserves the right to withhold the degree or the application for a certificate to teach in the Commonwealth of Pennsylvania if one or more of these conditions for graduation are not met.

All candidates for degrees are individually responsible for meeting all the requirements for graduation outlined above.

ACADEMIC PROBATION

At the end of each grading period a student who has a quality point average of less than 2.0 will be placed on probation until the next grading period. If at the end of that grading period he has not attained a 2.0 average, he may be given an opportunity to meet with a faculty committee composed of the director of his curricular division and a minimum of three instructors one of whom has taught or is currently teaching the student.

The purpose of this kind of meeting is two-fold (1) to enable the student to determine the cause of his apparent failure, (2) to enable the faculty committee to assess the professional interest and promise to the student, and to determine whether or not the student will be able to profit educationally by remaining in college. The action of any faculty committee is subject to the approval of the Dean of Instruction and the President of the College.

The privilege of meeting with a faculty committee will be extended to a student only one time during his attendance at the college unless extenuating circumstances should warrant a second conference.

PLACEMENT TESTS

Every new student entering Bloomsburg State College is required to take a battery of tests covering English, reading, social studies, science, mathematics, and contemporary affairs. The results of the tests are converted into percentiles, both local and national, and are projected on a graph called a profile. These profiles are available through the office of the Dean of Students. Every student is given an opportunity to review his profile, noting the area of his strength and weakness. He sees himself in relation to the group of students entering Bloomsburg State College, as well as to the national group of students entering liberal arts colleges and pre-professional schools.

TESTING PROGRAMS

In addition to the Placement Tests, the college may require each freshman to take such tests as the College Deans may advise. Information provided by the tests is issued in counseling students who encounter problems in their academic and social adjustment.

A battery of achievement tests may also be administered to all sophomore students to determine the students academic progress and to provide information for further guidance. A careful study of each individual student by selected faculty members is recommended before the end of the sophomore year.

The college may also administer a standardized terminal test to measure the academic achievement of the student, as well as the effectiveness of the instructional program.

The testing program shall be reviewed annually in January of each year and proposed changes may be submitted to the Board of State College Presidents for consideration at that time.

CHANGE IN CURRICULUM

In order to change his curriculum, a student must obtain permission in writing from the directors of the curriculums involved, and present this petition to the Dean of Instruction, whose approval is required before the change in curriculum becomes effective. All requests must be accompanied by a letter from the applicant's parents, granting permission to make the change.

STUDENT TEACHING

AN OVERVIEW

Faculty and administration of Bloomsburg State College consider the student teaching assignment to be the culmination of four years of pre-professional education leading to teacher-certification. For this reason, an entire semester of the academic program for each student is reserved for student teaching. A student teaching assignment requires that the student spend the entire day from Monday through Friday in supervised educational activities in public schools, for the duration of one semester. In addition to receiving twelve semester hours of credit for student teaching, the student teacher is also enrolled in Professional Practicum and receives in addition, two semester hours' credit for satisfactory participation. Professional Practicum may be scheduled on or off the college campus.

In order to orient student teachers more effectively to public school programs, the calendar of schools to which they are assigned is followed. How-

ever, the college calendar will determine opening and closing dates for student teaching assignments.

STUDENT TEACHING CENTERS

In meeting its responsibility for providing high quality graduates for the teaching profession, the college carefully selects student teaching centers and cooperating teachers. Each curricular division of the college has centers established as follows:

Division of Business Education

Student teachers are assigned to: Louis Dieruff and William Allen High Schools, Allentown, Liberty High School, Bethlehem; Central Columbia High School, Espy; and senior high schools in Emmaus, Berwick, Bloomsburg, Danville, Sunbury, Lewisburg, and Milton. Junior high schools are utilized in Bloomsburg, Danville, and Berwick.

Division of Elementary Education

School districts which are cooperating in the student teaching program are Berwick Area Joint Schools, Bloomsburg Area Joint Schools, Selinsgrove Area Joint Schools, Danville Area Schools, and Sunbury Area Schools. The Benjamin Franklin Laboratory School on campus also serves as a center for student teachers.

Division of Secondary Education

Cooperating with this division in the preparation of student teachers are the Berwick Area Joint High School, Berwick; Central Columbia Joint High School, Espy; Bloomsburg Senior High School, Bloomsburg; Danville Senior High School, Danville; Milton Senior High School, Milton; Council Rock High school, Newtown; Bristol High School, Bristol; Warrior Run Joint Senior High School, Watsontown, R.D.; Southern Area Senior High School, Catawissa, R.D.; Sunbury Area Senior High School, Sunbury, Shamokin Area High School, Shamokin; four senior high schools and four junior high schools in Pennsbury, Bensalem Township, and the Bristol-Delhaas School Districts in Bucks County.

Division of Special Education

Student teachers in Special Education are assigned to the Selinsgrove State School and Hospital and to the public schools of Lycoming, Schuylkill and Montgomery Counties through the offices of the superintendents of those counties.

As greater numbers of students are assigned to student teaching through increased enrollment, other centers will be developed. A student may be

assigned to a school district or county for an entire semester, or he may be re-assigned in mid-semester to other school districts or counties.

College Laboratory School Facilities

The Benjamin Franklin Laboratory School on the campus houses grades three to six inclusive. An Elementary Education curriculum materials center was completed in 1964.

PROGRAM OF GRADUATE STUDIES

The Bloomsburg State College is authorized by the State Board of Education of the Commonwealth of Pennsylvania to offer a program of graduate studies in Business Education, Elementary Education, Special Education (mentally Retarded or Speech Correction), English, Social Studies, including Geography, and Biology.

Upon completion by a student of the requirements established by the Graduate Council of the College, the Master of Education degree in Business Education, Elementary Education, English and Social Studies, including Geography, and Biology will be conferred. The program of graduate studies has as its primary purpose the increasing of the competency of elementary school teachers, teachers of business subjects, special class teachers, speech correctionists, English, Social Studies and Geography teachers, and Biology teachers in Pennsylvania.

Persons desiring to enroll in graduate courses must file an application for admission and meet the requirements established by the Graduate Council. Students wishing to earn the Master of Education degree must, in addition, request admission to candidacy for the degree.

The following fees are applicable to the program of graduate studies:

Matriculation Fee \$10.00

(Payable at time of application for admission to graduate courses. *Not refundable or applicable to graduate tuition.*)

Graduate Tuition Fee \$20.00 per sem. hr.

Activities Fee (summer term only) \$ 3.00 per three-week session
..... \$ 6.00 per six-week session

Graduation and Diploma Fee \$10.00

(Not including rental of cap, gown, and hood)

Detailed information relating to the program is contained in the Graduate Studies Bulletin. Requests for this bulletin, for application forms, and for additional information concerning the program should be addressed to Dr. Robert C. Miller, Director of Graduate Studies.

PLACEMENT SERVICE

A measure of a college's contribution to American education might well be the success it has in placing its graduates in the educational field. Bloomsburg is proud of its placement record. Continuous follow-up studies of graduates of the past twenty-two years indicate that practically ninety percent have taught school, and that another seven percent have been gainfully employed outside of the teaching profession.

The college maintains the Placement Service for a two-fold purpose: to serve the public schools of Pennsylvania by bringing to the attention of school officials worthy candidates for teaching positions, and to help Bloomsburg graduates secure their first teaching position.

Alumni of the college are urged to regard the Placement Service as a permanent point of contact. The office frequently has calls for experienced teachers. Alumni should notify the Director of a change in position, of graduate work pursued, changes in his certification, new addresses, and other pertinent information.

All communications relating to placement should be addressed to Mr. Elton Hunsinger, Director of Placement, Bloomsburg State College, Bloomsburg, Pennsylvania.

SUMMER SESSIONS

The summer sessions are designed primarily to enable Pennsylvania teachers to advance professionally and to meet the certification standards approved by the State Board of Education. All of the courses offered will be on a college level, and will be of particular interest to the following:

- (1) Undergraduate qualifying for advanced standing or the removal of conditions.
- (2) Teachers-in-service qualifying for (a) advanced state certification, (b) the degree of Bachelor of Science in Education, and (c) the Permanent College Certificate.

(3) College graduates qualifying for state certification through courses in education and student teaching.

Students attending the summer sessions may schedule as many semester hours as there are weeks in the session.

Special opportunities will be provided during the summer sessions for persons certified to teach on the secondary level to work toward certification which will include teaching on the elementary level.

The enrollment in the summer session will be limited to teachers-in-service, presently-enrolled students of the college, and others who have been in attendance at an accredited college. Students from other colleges enrolling at Bloomsburg for the first time should present evidence of having attended another college and a written statement from their college certifying that they are in good academic standing.

A copy of the current summer session bulletin will be sent upon a request addressed to the Dean of Instruction.

Four Seasons in Concert



STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

Since Bloomsburg State College is a professional institution for the education of teachers for our public schools, the college requires the maintenance of high standards in academic work, balanced programs of social and recreational activities, and opportunities for the development of initiative and leadership. The attainment of these objectives is aided by a sound health program, favorable study conditions, a good library, and supplementary social and recreational activities.

In general, these opportunities are provided through a broad program of college organizations and activities which are developed and controlled through the participation of the entire college in the Community Government Association. This organization, through the College Council, is the general control body for the various college activities. In accordance with the constitution of the Community Government Association, resident affairs are handled for women by the Association of Resident Women, and for men by the Men Residents' Association. The activities of Students not living in the dormitories are handled for the women by the Day Women's Association, and for the men by the Day Men's Association. The detailed plans for student participation in college community life are presented in *The Pilot*, the college handbook, issued at the beginning of the fall semester.

Community Government Association

The Community Government Association cooperates with the administration in promoting personal and group responsibility in regulating all student affairs.

The College Council, which meets every two weeks, acts as the executive board of the *Community Government Association*. The presidents of the following groups automatically become members of the council: Association of Resident Women; Day Women's Association; Day Men's Association; Men Resident's Association, Senior, Junior, Sophomore, and Freshman Classes; Editor of *The Maroon and Gold*. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violation of the regulations of the Community Government Association.

Association of Resident Women

This association is an organization of resident women. Its administrative body is the Governing Board whose members are selected from each class. The Governing Board has the responsibility of making and enforcing regulations, directing social activities and promoting the general welfare of all women students.

Day Women's Association

The Day Women's Association is an organization of women not living in the college dormitories or approved college housing in the town of Bloomsburg. The governing body is the Official Board consisting of a President and Vice-President elected by the entire association, and two representatives from each class. Its purpose is to promote the general welfare of the day women and to cooperate with the other student organizations in matters affecting the general welfare of the institution.

Day Men's Association

The Day Men's Association is an organization of men who commute from their homes to the college. The Governing Board consists of a President, Vice-President, Secretary and Treasurer. The association carries on a varied program of activities for its own welfare and for the benefit of the College community.

Men Resident's Association

The Men Resident's Association is the governing body for resident men students including unmarried men living in rented accommodations in the town of Bloomsburg as well as those living in campus dormitories. The administrative body is composed of the President, Vice-President, Secretary, and Treasurer. By means of this organization, the men cooperate with the administration in fostering personal and group responsibilities.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year in addition to assembly attendance. The students are eager to take this opportunity to train themselves in this important and interesting phase of modern school work. The extra-curricular activities during the past year included the following:

Amateur Radio Club

The Bloomsburg State College Amateur Radio Club is an organization composed of students interested in the art of amateur radio communication. Requirements for admission are an interest in "ham radio communication," a desire to be a "ham" operator, and satisfactory standing in college.

Athenaeum Club

The purpose of the Athenaeum Club is to enable students to become acquainted with, and appreciative of, classical music.

Athletics

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, wrestling, swimming, cross-country, golf, tennis, baseball and intramural participation. Women receive extra-curricular credit participating in a well-organized program of intramural and extra mural activities.

B Club

The B Club is an organization of women who have earned a given number of athletic points. The club promotes interest in sports and sportsmanship.

Bloomsburg Players

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for college affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honorary dramatic fraternity, on the campus.

Business Education Club

Organized in 1930 in order to give students a wider range of experiences, the Business Education Club affords all students of the Division of Business Education an opportunity to participate in an organization designed to develop professional interest in business education.

Cheerleaders

Cheerleaders, who stimulate an active interest in all sports, are chosen from members of the student body.

Chess Club

The purpose of the Chess Club is to provide students with an opportunity to play chess. The club is divided into beginners, average and experienced. All members compete for position on the college chess team, which competes with other colleges.

Circle K

Circle K is a Kiwanis affiliated organization serving the college and community. The purpose of this organization is to foster a spirit of cooperation among the members of the club in serving the college and community. Membership is open to male students.

Class Organizations

For purposes of government and conduct of social affairs, the *Senior, Junior, Sophomore, and Freshman Classes* are organized under these officers: President, Vice-President, Secretary, Treasurer, Man Representative, Woman Representative, and Class Advisor. The last officer is a member of the faculty.

The Concert Choir

The Concert Choir is composed of both men and women students of the College Community. Its purpose is to provide joyful and purposeful singing.

Council for Education of Exceptional Children, Alpha Chapter

The Council for Exceptional Children, Alpha Chapter, was organized on the Bloomsburg State College campus in February, 1960. This was the first college or university chapter in Pennsylvania to be affiliated with the state and national councils.

The purpose of this organization is to promote the welfare and education of exceptional children by coordinating the work of students enrolled in the Division of Special Education with the agencies and individuals, public and private, who are interested in the movement.

English Club

The purpose of the English Club is to stimulate interest in Literature and the Fine Arts. Membership is open to students majoring in English and to other interested students. Meetings are held twice a month and varied pro-

grams are presented: the reading of papers and informal talks by students and faculty, the playing of records, followed by group discussion, the reading and discussion of poems, plays, and novels. From time to time many of the members as a group visit neighboring cities and universities to enjoy cultural programs related to their interests.

Forensic Society

The purpose of the Forensic Society is to encourage an interest in inter-collegiate debate. The club sets as its goal the formation of teams that will actively participate in debate with other colleges. Participation in oratorical and extemporaneous speech contests is a recent addition to the society's activities.

German Club

The German Club was established for the primary purpose of developing student conversational ability with the German language. Attention is given to increasing appreciation of German cultural aspects. Membership is open to those students who have a sincere interest in using the language and participating in this club's activities.

Harmonettes

The Harmonettes comprise a group of women with interest in singing and developing musical skills. The musical selections may range from show tunes to the semi-classical.

The Harmonettes participate in the Christmas and Spring programs, assemblies, and other special performances.

Husky Club

The purpose of the club is to provide an enjoyable activity to members of the faculty and student body. It is to promote leadership as well as to cultivate an interest in the sport of skiing.

The requirements for membership are the person who has an interest in skiing and other winter sports.

International Relations Club

The International Relations Club is an organization of students interested in current events and problems in the world today. The purpose of this club is to develop among its members an interest and a greater knowledge of national and international affairs.

Le Cercle Francais

Le Cercle Francais, organized in September 1961, is a conversational French club for the purpose of improving the pronunciation and fluency of spoken French. Membership is open to any student who has a genuine interest in the art of conversation and a sincere desire to improve in the spoken language. Students enrolled in this Club meet monthly during the college year.

Maroon and Gold Band

Consisting of seventy members, the band offers training in group and ensemble playing. The band plays at all athletic functions and other college affairs. Students with musical talent will benefit by participating in this organization.

Science Club

Members of the student body who are interested in natural and physical science constitute the group. Subjects for study and observation include the history of the various branches of science, plant and animal life, geology and mineralogy, chemistry, and physics.

Social Improvement Organization

The Social Improvement Organization has as its purpose an improved social condition for the campus and for the members of the organization. It is open to male students of at least a sophomore standing with a 2.0 cumulative and 2.0 previous semester average who meet the requirements as prescribed by the organization.

Spanish Club

The Spanish Club has been organized for the purpose of developing the use of conversational Spanish. The club's program is designed to develop the appreciation of such aspects of Spanish culture as art, music, literature, etc. Membership is open to those students with a sincere interest in improving their personal abilities with the Spanish language.

Student Christian Association

Members are affiliated with the Student Christian Movement, the Young Men's Christian Association, and the Young Women's Christian Association. Through its bi-weekly meetings, vespers services, assembly programs, and a party for new students during Freshman Week, the Association aims to develop the religious and social aspects of college life.

Student Education Association of Pennsylvania

This group is an organization of students who are preparing for the teaching profession. The purpose of the organization is to promote interest in education and to familiarize prospective teachers with the problems, obligations, and opportunities awaiting them in the near future.

Varsity Club

Men who have won a major letter award in any authorized intercollegiate sport comprise the membership. All men students who have won such an award at Bloomsburg are eligible for membership.

Veterans' Association

The purpose of the Veterans' Association is to orient and educate any student about his prospective military obligations, and to keep veterans informed on all matters concerning their governmental benefits and responsibilities, past and present.

 **New Auditorium
(under Construction)**



ALUMNI ACTIVITIES

A graduate of the college automatically becomes a member of the Bloomsburg State College Alumni Association upon the payment of dues. This also entitles the member to receive the *Alumni Quarterly*, a publication of the organization.

There are county groups which are fully organized and actively engaged in supporting programs of activities. Meetings are held by county prior to college reunions. Two dates are set aside especially for the Alumni: they are Homecoming Day in the fall, and Alumni Day in the Spring.

The Alumni Association supports various projects at the college, including scholarships and loans for students, and book purchases for the library.

COLLEGE PUBLICATIONS

THE MAROON AND GOLD

The college paper is published weekly by a student staff. It keeps the student body informed of current college happenings.

THE OBITER

This yearbook is published each spring by the graduating class. It contains a review of the activities of the class, with pictures of college activities, campus, students, clubs, and teams.

THE OLYMPIAN

Students publish this literary magazine. In this publication contributors will find an outlet for literary expression in the fields of poetry and prose. Unpublished work of nationally-known writers is sometimes included as a special feature.

THE PILOT

This is an annual handbook, edited by the Office of the Dean of Students, which informs students about college life at Bloomsburg. It serves as a guide to freshmen and also as an information booklet for upper classmen.

PLACEMENT BROCHURE

Annual publication of the Placement Service, this brochure contains photos of graduating seniors, plus personal data of interest to employing officers in the schools of the Commonwealth.

PROFESSIONAL FRATERNITIES

National honorary and professional fraternities which foster and advance educational ideals through scholarship, social efficiency, and moral development, have chapters on the campus.

KAPPA DELTA PI (Coeducational Honor Society in Education)

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Education Fraternity. On October 4, 1932, this title was changed to Kappa Delta Pi, an Honorary Society in Education, and was so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women who have a scholarship record in the upper quartile of the institution are eligible for membership. Kappa Delta Pi is both an undergraduate and graduate society, now comprising 228 chapters.

PHI SIGMA PI (Professional Education Fraternity for Men)

Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government.

ALPHA PSI OMEGA (Coeducational Dramatic Fraternity)

Alpha Psi Omega, national dramatic fraternity, was organized in 1925 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics, and to secure for them the mutual helpfulness provided by a large national fraternity. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928.

GAMMA THETA UPSILON (Coeducational Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized at Bloomsburg in October, 1931. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation.

PI OMEGA PI (National Business Teacher Education Honor Society)

Pi Omega Pi, organized in 1923 at the Northeast Missouri State Teachers College, is a national business teachers education honor society. Membership is open to students in the Division of Business Education who have demonstrated keen professional interest in business teaching; who have attained above average scholastic standing; and who have participated actively in the Business Education Club.

Alpha Delta Chapter was installed at the Bloomsburg State College on May 2, 1935. The aims of the fraternity are: (a) to promote interest in scholarship in business education; (b) to encourage high ethical standards in business and professional life; and (c) to contribute to the professional development of the prospective business teacher.

SIGMA ALPHA ETA (Honor Speech and Hearing Fraternity)

The Iota Chapter of Sigma Alpha Eta, National Honor Speech and Hearing Fraternity, was installed at Bloomsburg February 19, 1951.

This fraternity has the following objectives: to create and stimulate an interest in the fields of speech and hearing; to encourage professional growth by providing learning experiences not offered in formal courses; to foster a spirit of unity among persons with a common goal; to offer opportunities for social and professional fellowship; to inspire a high plane of achievement in academic and clinical activities.

ALPHA PHI OMEGA (National Service Fraternity)

Dedicated to the principles of Leadership, Friendship, and Service, Alpha Phi Omega assembles college men in the fellowship of the Scout Oath and Law, in SERVICE to the student body and faculty, youth and the community, and the nation as citizens. The Xi Lambda Chapter of Alpha Phi Omega, founded in May 1962, was installed at Bloomsburg State College on October 26, 1963.

PROGRAMS OF STUDY

DIVISION OF ELEMENTARY EDUCATION

Students in Elementary Education must be made aware of and sensitive to the problems which children encounter in their growth and development, and how those problems affect their learning. Instruction and practice in program planning and budgeting of the school day are provided to the end that they will know how to recognize individual differences.

The human relations skills which will help students gain necessary rapport and standing among their associates as they work toward improved practices are an integral part of this program of studies.

Students in this curriculum are required to choose their electives from a sequence of courses* which will give them additional depth of training and experience in one area of the elementary program of studies. This "Area of Competence" will not only help students to overcome academic weaknesses but it will also help to equip the elementary teacher to serve as a resource person in the schools in which he will teach.

THE FOUR YEAR ELEMENTARY CURRICULUM

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for Kindergarten and Grades One to Six inclusive as well as for Grades Seven and Eight under the old 8-4 system.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.)

FIRST SEMESTER			SECOND SEMESTER		
	Hours	CL CR		Hours	CL CR
Eng. 101—English Composition	3	3	Phys. 101—Basic Physical Science	4	3
Math. 101—Fundamentals of Mathematics	3	3	Eng. 102—English Composition	3	3
Speech 101—Fundamentals of Speech	2	2	Health 101—Principles of Hygiene	2	2
Ed. 101—Introduction to Education	3	3	P. E. 101—Physical Fitness Education	2	1
Geog. 101—World Geography	3	3	Geog. 223—Geography of U.S. and Pa.	3	3
Art 101—Introduction to Art or	3	3	Elective	3	3
Mus. 101—Introduction to Music				17	15
	<hr/>	<hr/>		<hr/>	<hr/>
	17	17		17	15
THIRD SEMESTER			FOURTH SEMESTER		
Biol. 103—General Biology 1*	6	4	P. E. 201—Recreational P. E.	2	1
P. E. 102—Aquatics	2	1	Ed. 202—Materials in Elementary School Science	3	3
Psy. 201—General Psychology	3	3	Eng. 208—Survey of World Literature	3	3
Eng. 207—Survey of World Literature	3	3	Hist. 212—History of Civilization since the 17th Century	3	3
Hist. 211—History of Civilization to the 17th Century	3	3	Psy. 301—Educational Psychology	3	2
Elective	3	3	Elective	3	3
	<hr/>	<hr/>		<hr/>	<hr/>
	20	17		17	15

*English, Spanish, French, German, Mathematics, Geography, Psychology, Social Studies, Biological Science, Physical Science, Music, and Art.

FIFTH SEMESTER			SIXTH SEMESTER		
	Hours		Hours		
	CL	CR	CL	CR	
Mus. 212—Methods and Materials in Elementary Music	4	3	Art 201—Methods and Materials in Elementary Art	4	3
Hist. 221—History of the U.S. and Pa. to 1865	3	3	Hist. 222—History of the U.S. and Pa. since 1865	3	3
Ed. 301—Audio Visual Education	3	2	Psy. 311—Child Growth and Development	3	3
Eng. 309—Children's Literature	3	3	Ed. 371—Teaching of Reading in the Elementary Grades	3	3
P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3	Ed. 381—Seminar in Elementary Education	6	6
Elective	3	3		19	18
	20	17			
SEVENTH SEMESTER			EIGHTH SEMESTER		
Phys. 202—Science in Modern Civilization	3	3	Ed. 401—Student Teaching in the Elementary School	30	12
Pol. Sci. 211—United States Government	3	3	Ed. 411—Professional Practicum (including School Law)	2	2
Phil. 211—Introduction to Philosophy	3	3		—	—
Speech 301—Advanced Speech	2	2		32	14
Elective	3	3			
	14	14			

**A Second Semester, Biol. 104, General Biology 11, is suggested for students not electing Biology as their "Area of Competence;" Biol. 104 is required for those who have chosen Biology as their area.

DIVISION OF SECONDARY EDUCATION

Programs of studies in Secondary Education have been designed to give students the academic and cultural background necessary to make them competent in their respective fields. Moreover, consideration has been given to other areas of pupil needs in the basic educational program for teachers. Courses in professional education and psychology stress the needs of youth and the principles of learning applicable to meeting these problems. Emphasis is placed on the dynamics of mental hygiene pertaining to youth and the community.

In order to strengthen academic competence, the curriculum in Secondary Education abandons the traditional concept of major and minor concentrations. Students are required to major in one area or in one fixed combination of closely-related disciplines.

THE FOUR YEAR SECONDARY CURRICULUM

This curriculum leads to certification for teaching specific subjects in a senior high school or in a regularly organized junior high school. To insure the specialized preparation essential to effective teaching, the program places emphasis on the arts and sciences, but at the same time pays adequate attention to professional courses.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.)

FIRST SEMESTER

	Hours	CL	CR
Eng. 101—English Composition	3	3	
Speech 101—Fundamentals of Speech	2	2	
Biol. 103—General Biology 1**	6	4	
Art 101—Introduction to Art or Mus. 101—Intro. to Music	3	3	
Math 101—Fundamentals of Mathematics	3	3	
Ed. 101—Introduction to Education	3	3	
	—	20	18

THIRD SEMESTER

Eng. 207—Survey of World Literature	3	3	
Hist. 211—History of Civilization to the 17th Century	3	3	
Phys. 202—Science in modern Civilization	3	3	
P. E. 102—Aquatics	2	1	
Electives	6	6	
	—	17	16

FIFTH SEMESTER

Hist. 221—History of U.S. and Pa. to 1865	3	3	
Psy. 301—Educational Psychology	3	3	
Speech 301—Advanced Speech	2	2	
Ed. 301—Audio-Visual Education	3	2	
Electives	6	6	
	—	17	16

SEVENTH SEMESTER

Pol. Sci. 211—United States Government	3	3	
Philo. 211—Introduction to Philosophy	3	3	
Electives	7	7	
Ed. 374—Teaching of Read. in Acad. Subjects	2	2	
	—	15	15

SECOND SEMESTER

	Hours	CL	CR
Eng. 102—English Composition	3	3	
Phys. 101—Basic Physical Science	4	3	
Geog. 101—World Geography	3	3	
Health 101—Principles of Hygiene	2	2	
P. E. 101—Physical Fitness Education	2	1	
Elective	6	6	
	—	20	18

FOURTH SEMESTER

Eng. 208—Survey of World Literature	3	3	
*Hist. 212—History of Civilization since the 17th Century	3	3	
Psy. 201—General Psychology	3	3	
P. E. 201—Recreational P.E.	2	1	
Electives	6	6	
	—	17	16

SIXTH SEMESTER

Hist. 222—History of U.S. and Pa. since 1865	3	3	
Ed. 361—Problems of Secondary Education, including Guidance	3	3	
Elective	6	6	
Ed. 350 series—Teaching of Major Subject	3	3	
	—	15	15

EIGHTH SEMESTER

Ed. 402—Student Teaching in the Secondary School	30	12	
Ed. 411—Professional Practicum (including School Law)	2	2	
	—	32	14

*Not required of Social Studies or History and Government majors.

**Biology, General Biology 11, is recommended, and may be substituted for Phys. 202.

ENGLISH — 24 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Eng. 231—British Writers	3	3
Eng. 232—British Writers	3	3
Eng. 249—Shakespeare	3	3
Eng. 401—The Structure of English	3	3

ELECTIVE COURSES (Minimum of 12 CRS.)

Group A—Survey and Period Courses

Eng. 307—Russian Literature in Translation	3	3
Eng. 341—Early and Middle English Literature	3	3
Eng. 343—Chaucer	3	3
Eng. 347—The Renaissance in England	3	3
Eng. 352—Seventeenth Century Literature	3	3
Eng. 357—Eighteenth Century Literature	3	3
Eng. 364—Nineteenth Century Literature	3	3
Eng. 370—Victorian Literature	3	3
Eng. 381—American Literature	3	3
Eng. 382—American Literature	3	3
Eng. 402—History of The English Language	3	3

*** Certification in English requires 24 credits beyond the 12 included in General Education for all students, making a total of 36 Credits.

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Group B—Literary Forms Courses

	CL	CR
Eng. 321—Short Story	3	3
Eng. 322—Modern Drama	3	3
Eng. 323—Modern Drama	3	3
Eng. 324—Modern Novel	3	3
Eng. 325—Poetry	3	3
Eng. 326—Modern Poetry	3	3
Eng. 342—Early English Drama	3	3
Eng. 356—Restoration and Later Drama	3	3
Eng. 358—Eighteenth Century Novel	3	3
Eng. 363—Nineteenth Century Novel	3	3
Eng. 385—The American Novel	3	3
Eng. 386—Later American Prose	3	3

Group C—Composition and Miscellaneous Courses

	CL	CR
Eng. 201—Advanced Composition	3	3
Eng. 202—Creative Writing	3	3
Eng. 301—Journalism	3	3
Eng. 312—Ideas in Literature	3	3
Eng. 331—Literary Masterpieces	3	3
Eng. 332—Blake and Yeats	3	3
Eng. 405—Criticism	3	3

Group D—Speech and Drama

	CL	CR
Speech 206—Oral Interpretation	3	3
Speech 208—Introduction to Theatre Arts	3	3
Speech 211—Theatre Production	3	3
Speech 221—Argumentation	3	3
Speech 231—Introduction to Radio and Television	3	3
Speech 241—Voice and Diction Vision	3	3
Speech 311—Directing	3	3
Speech 312—Fundamentals of Acting	3	3
Speech 314—Costuming for the Stage	3	3
Speech 315—History of the Theatre	3	3

(Note more than one course in Group D will be counted as an English elective.)

Group E—Developmental Reading

	CL	CR
Ed. 451—Foundations of Reading Instruction	3	3
Ed. 452—Diagnostic and Remedial Reading	3	3

NOTE: These two courses meet the state requirements for certification in Developmental Reading for the public schools, but are not counted as English electives.

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
Total	128

FRENCH — 24 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Fr. 101—Beginning French	4	3
Fr. 102—Beginning French	4	3
Fr. 103—Intermediate French	4	3
Fr. 104—Intermediate French	4	3

ELECTIVE COURSES (12 CRS.)

Fr. 210—Contemporary Literature of France	3	3
Fr. 211—Contemporary Literature of France	3	3
Fr. 301—Advanced Conversation and Composition	3	3
Fr. 302—Advanced Conversation and Composition	3	3
Fr. 310—Culture and Civilization of France	3	3
Fr. 311—Culture and Civilization of France	3	3
Fr. 315—French Short Story	3	3
Fr. 316—French Novel	3	3
Fr. 320—The History of French Literature	3	3
Fr. 401—French Linguistics	3	3
Fr. 402—Methods and Materials of Teaching French	3	3

SUMMER ELECTIVES (9 CRS.)

Fr. 203—Ramified Conversations	3	3
Fr. 204—Seminar in France	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
<hr/>	
Total	128

GERMAN — 24 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Ger. 101—Beginning German	4	3
Ger. 102—Beginning German	4	3
Ger. 103—Intermediate German	4	3
Ger. 104—Intermediate German	4	3

ELECTIVE COURSES (12 CRS.)

Ger. 210—Contemporary Literature of Germany	3	3
Ger. 211—Contemporary Literature of Germany	3	3
Ger. 301—Advanced Conversation and Composition	3	3
Ger. 302—Advanced Conversation and Composition	3	3
Ger. 310—Culture and Civilization of Germany	3	3
Ger. 311—Culture and Civilization of Germany	3	3
Ger. 315—German Short Story	3	3
Ger. 316—German Novel	3	3
Ger. 320—The History of German Literature	3	3
Ger. 401—German Linguistics	3	3
Ger. 402—Methods and Materials of Teaching German	3	3

SUMMER ELECTIVES (9 CRS.)

Ger. 203—Ramified Conversation	3	3
Ger. 204—Seminar in Germany	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
 Total	 128

SPANISH — 24 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Span. 101—Beginning Spanish	4	3
Span. 102—Beginning Spanish	4	3
Span. 103—Intermediate Spanish	4	3
Span. 104—Intermediate Spanish	4	3

ELECTIVE COURSES (12 Crs.)

Span. 210—Contemporary Literature of Spain	3	3
Span. 211—Contemporary Literature of Spain	3	3
Span. 301—Advanced Conversation and Composition	3	3
Span. 302—Advanced Conversation and Composition	3	3
Span. 310—Culture and Civilization of Spain	3	3
Span. 311—Culture and Civilization of Spain	3	3
Span. 315—Spanish Short Story	3	3
Span. 316—Spanish Novel	3	3
Span. 320—The History of Spanish Literature	3	3
Span. 401—Spanish Linguistics	3	3
Span. 402—Methods and Materials of Teaching Spanish	3	3

SUMMER ELECTIVES (9 CRS.)

Span. 203—Ramified Conversation	3	3
Span. 204—Seminar in Spain	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	61
Professional Education	30
Specialization	24
Electives	13
 Total	 128

SCIENCE

COMPREHENSIVE SCIENCE — 49 Credit Hours

Majors in this area are not required to take Phys. 101—Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101—Fundamentals of Mathematics.

REQUIRED COURSES (44 CRS.)

	CL	CR
Botany (16)		
Biol. 103—General Biology I	6	4
Biol. 104—General Biology II	6	4
Biol. 211—Invertebrate Zoology	6	4
Biol. 212—General Botany	6	4

Chemistry (8)

Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4

Physics (8)

Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4

Earth Science (6)

(Select two of the following:)

Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Physical Geology	4	3

Mathematics (6)

Math. 111—College Algebra	3	3
Math. 112—Trigonometry	1	3

ELECTIVE COURSES (7 CRS.)*Biological Science*

CL	CR
5	3
5	3
5	3
5	3
5	3
5	3
3	3

Physical Science

Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
Chem. 431—Industrial Chemistry	3	3
Phys. 225—Demonstrations in Physics	5	3
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4

SUMMARY

CR
61*
30
37
—
128

*Count Biol. 103 — General Biology (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math. 111 — College Algebra (3 c.h.) as General Education.

BIOLOGICAL SCIENCE — 52 Credit Hours

Biological Science majors are not required to take Phys. 101—Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101—Fundamentals of Mathematics. Majors should complete required Botany and Zoology courses no later than sophomore year.

REQUIRED COURSES (35 CRS.)

CL	CR
6	4
6	4
6	4
6	4

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<i>Chemistry</i> (8)		CL	CR
Chem. 111—General Inorganic Chemistry	6	4	
Chem. 112—General Inorganic Chemistry	6	4	
or Chemistry Elective (Chem. 331) (Consult Advisor)			
<i>Physics</i> (4)			
Phys. 111—General Physics	6	4	
<i>Mathematics</i> (6)			
Math. 111—College Algebra	3	3	
Math 116—Introductory Statistics	3	3	

ELECTIVE COURSES (17 CRS.)

Twenty-one credit hours are required including a minimum of two field courses and two laboratory-type courses.

<i>Field Courses</i>		CL	CR
Biol. 232—Field Botany	5	3	
Biol. 234—Field Zoology	5	3	
Biol. 242—Ornithology	5	3	
Biol. 251—Entomology	5	3	
Biol. 312—Ecology	5	3	
Biol. 314—Fresh Water Biology	5	3	
Biol. 371—Ichthyology	5	3	

Laboratory-type Courses

Biol. 241—Plant Anatomy	5	3
Biol. 252—Parasitology	5	3
Biol. 321—Comparative Vertebrate Anatomy	5	3
Biol. 331—Vertebrate Physiology	5	3
Biol. 332—Histology	5	3
Biol. 341—Genetics	5	3
Biol. 351—Microbiology	5	3
Biol. 401—Radiation Biology	5	3
Biol. 411—Embryology	5	3
Biol. 421—Plant Physiology	5	3
Biol. 452—Evolution (no laboratory)	3	3
Biol. 490—Biology Seminar		
Biol. 492—Research Topics in Biology		
Chem. 441—Biochemistry	5	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	37
<hr/> Total	128

*Count Biol. 103 — General Biology (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math. 111 — College Algebra (3 c.h.) as General Education.

PHYSICAL SCIENCE — 53 Semester Hours

Majors in this area are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization and Math. 101 — Fundamentals of Mathematics.

NOTE: The 54 credit hours for the major will not meet the new certification requirements in Chemistry and Physics, which are 24 credit hours each. Completion of the program will require at least twelve weeks of summer school.

REQUIRED COURSES (43 CRS.)

<i>Physics</i> (14)	CL	CR
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3

<i>Chemistry</i> (11)	CL	CR
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3

<i>Mathematics</i> (18)	CL	CR
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 311—Integral Calculus	3	3
Math. 312—Differential Equations	3	3

ELECTIVE COURSES (8 CRS.)

Must be selected from the following groups.

<i>Chemistry</i>	CL	CR
Chem. 331—Organic Chemistry	6	4
Chem. 332—Organic Chemistry	6	4
Chem. 311—Physical Chemistry	5	3
Chem. 411—Qualitative Organic Chemistry	7	3
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3

<i>Physics</i>	CL	CR
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound, and Heat	6	4

SUMMARY CR

General Education	61*	
Professional Education	30	
Specialization	37	
Total	128	

*Count Phys. 111 — General Physics (4 c.h.), Chem. 111 — General Inorganic Chemistry (4 c.h.), and Math. 111 — College Algebra (3 c.h.) as General Education.

PHYSICS AND MATHEMATICS—48 Credit Hours

Physics and Mathematics majors are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 101 — Fundamentals of Mathematics.

REQUIRED COURSES (32 CRS.)

<i>Physics</i> (14)	CL	CR
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3

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<i>Mathematics (18)</i>	CL	CR.
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 311—Integral Calculus	3	3
Math. 312—Differential Equations	3	3

ELECTIVE COURSES (16 CRS.)

At least 8 c.h. of Physics must be included.*

<i>Physics</i>	CL	CR
Phys. 314—Electricity and Magnetism	6	4
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 411—Mechanics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound, and Heat	6	4

<i>Mathematics</i>	CL	CR
Math. 216—Statistics	4	3
Math. 312—Differential Equations	3	3
Math. 321—Modern Algebra	3	3
Math. 411—Advanced Calculus	3	3

*Students may also elect Chem. 111 and 112—General Inorganic Chemistry.

SUMMARY

	CR
General Education	61**
Professional Education	30
Specialization	37
<hr/> Total	128

**Count Phys. 111 — General Physics (4 c.h.), Phys. 112 — General Physics (4 c.h.), and Math. 111 — College Algebra (3 c.h.) as General Education.

CHEMISTRY — 50 Credit HOURS

Chemistry majors are *not* required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in modern Civilization, and Math. 101 — Fundamentals of Mathematics.

<i>REQUIRED COURSES (50 CRS.)</i>	CL	CR
<i>Chemistry (22)</i>		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3
Chem. 222—Quantitative Analysis	7	3
Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
<i>Physics (8)</i>		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
<i>Mathematics (18)</i>		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 311—Integral Calculus	3	3
Math. 312—Differential Equations	3	3

ELECTIVE COURSES

	CL	CR
Chem. 322—Qualitative Organic Chemistry	7	3
Chem. 411—Physical Chemistry	6	4
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3
Chem. 441—Biochemistry	5	3
Chem. 490—Chemistry Seminar		
Chem. 492—Research Topics in Chemistry	12	4

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	37
Total	128

*Count Chem. 111—General Inorganic Chemistry (4 c.h.), Phys. 111—General Physics (4 c.h.), and Math. 111—College Algebra (3 c.h.) as General Education.

PHYSICS — 48 Credit Hours

Physics majors are *not* required to take Phys. 101—Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101—Fundamentals of Mathematics.

REQUIRED COURSES (42 CRS.)

	CL	CR
<i>Physics</i> (19)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 314—Electricity and Magnetism	6	4
Phys. 321—Introduction to Atomic Physics	3	3
Phys. 411—Mechanics	6	4
<i>Chemistry</i> (8)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
<i>Mathematics</i> (18)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 311—Integral Calculus	3	3
Math. 312—Differential Equations	3	3

ELECTIVE COURSES (at least one course)

Phys. 225—Demonstrations in Physics	5	3
Phys. 315—Electronic and Solid State Physics	6	4
Phys. 412—Optics	6	4
Phys. 413—Wave Motion, Sound and Heat	6	4
Phys. 490—Physics Seminar		

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	37
Total	128

*Count Phys. 111—General Physics (4 c.h.), Chem. 111—General Inorganic Chemistry (4 c.h.), and Math. 111—College Algebra (3 c.h.) as General Education.

MATHEMATICS — 30 Credit Hours

Mathematics majors are not required to take Math. 121 — Principles of Mathematics.

REQUIRED COURSES (21 CRS.)

	CL	CR
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 224—College Geometry	3	3
Math. 311—Integral Calculus	3	3
Math. 321—Modern Algebra	3	3

ELECTIVE COURSES (9 CRS.)

Math. 216—Statistics	4	3
Math. 312—Differential Equations	3	3
Math. 324—Modern Geometry	3	3
Math. 411—Advanced Calculus	3	3
Math. 421—Linear Algebra	3	3
Math. 246—Field Work in Mathematics	3	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	30
Electives	7
Total	128

*Count Math. 111—College Algebra (3 c.h.) as General Education.

EARTH AND SPACE SCIENCE**EARTH AND SPACE SCIENCE — 38 Credit Hours**

Earth and Space Science majors are not required to take Math. 121 — Principles of Mathematics, Phys. 101—Basic Physical Science and Phys. 202—Science in Modern Civilization.

REQUIRED COURSES (38 CRS.)

	CL	CR
<i>Mathematics (6)</i>		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
<i>Physics (11)</i>		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 305—Earth and Space Physics	3	3
<i>Earth Science (21) *</i>		
Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 355—Cartography	4	3
Geog. 356—Meteorology	3	3
Geog. 357—Physical Geology	4	3
Geog. 361—Historical Geology	3	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

*Student must complete 7 of the listed 8 courses.

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	31
Electives	6
 Total	 128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY and EARTH and SPACE SCIENCE — 44 Credit Hours

Geography and Earth and Space Science majors are *not* required to take Math. 101—Fundamentals of Mathematics and Phys. 101—Basic Physical Science.

REQUIRED COURSES (31 CRS)

	CL	CR
<i>Mathematics (6)</i>		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3

Physics (11)

Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 305—Earth and Space Physics	3	3

Earth Science (12)

Geog. 333—Physiography	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Physical Geology	4	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

ELECTIVE COURSES (12 CRS.)

Geog. 121—Economic Geography	3	3
Geog. 223—Geography of the U.S. and Pa.	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3
Geog. 247—Geography of the Pacific Realm	3	3
Geog. 323—Political Geography	3	3
Geog. 355—Cartography	4	3
Geog. 358—Conservation of National Resources	3	3
Geog. 361—Historical Geology	3	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	31
Electives	6
 Total	 128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY

30 Credit Hours

*REQUIRED COURSES (15 CRS.)

<i>Basic Geography</i> (15)	CL	CR
Geog. 101—World Geography	3	3
Geog. 121—Economic Geography	3	3
Geog. 223—Geography of the United States and Pennsylvania	3	3
Geog. 353—Physiography	3	3
Geog. 356—Meteorology	3	3

RESTRICTED ELECTIVES—

At least one course must be chosen from each of Groups 1, 2, and 3.

GROUP 1. *Earth Studies*

Geog. 354—Climatology	3	3
Geog. 355—Cartography	4	3
Geog. 357—Physical Geology	4	3
Geog. 361—Historical Geology	3	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

GROUP 2. *Human Geography*

Geog. 224—Geographic Influences in American History	3	3
Geog. 323—Political Geography	3	3
Geog. 358—Conservation of Natural Resources	3	3

GROUP 3. *Regional Studies*

Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3
Geog. 247—Geography of the Pacific Realm	3	3

*Geog. 492—Geography Seminar is required for all students planning to enter graduate schools to pursue a field in geography.

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	30
Electives	7
Total	128

SOCIAL STUDIES

COMPREHENSIVE SOCIAL STUDIES — 36 Credit Hours

<i>History</i> (15)	CL	CR
Hist. 231—Europe from Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 223—Economic History of the United States and Pennsylvania	3	3
Hist. 323—A History of Colonial America	3	3
Hist. 325—Social and Cultural History of the United States	3	3
Hist. 326—Diplomatic History of the United States	3	3
Hist. 327—Twentieth Century United States History	3	3
Hist. 423—Problems in United States History	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 244—History of Russia	3	3
Hist. 333—Social and Cultural History of Modern Europe	3	3
Hist. 345—History of England	3	3
Hist. 433—Renaissance and Reformation	3	3

ONE ELECTIVE FROM THIS SERIES:

Hist. 253—History of Latin America	3	3
Hist. 343—History of the Far East	3	3
Hist. 344—Twentieth Century World History	3	3
Hist. 353—Latin America and the United States	3	3
Hist. 443—Selected Contemporary Cultures	3	3

Political Science (3)

Pol. Sci. 313—State and Local Government	3	3
Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 323—Comparative Government	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3

Economics (6)

Econ. 211—Economics I (Required)	3	3
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ONE ELECTIVE FROM THIS SERIES:

Econ. 313—Industrial Relations	3	3
Econ. 413—Money and Banking	3	3
Econ. 423—History of Economic Thought	3	3

Sociology (6)

Soc. 211—Principles of Sociology (Required)	3	3
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ONE ELECTIVE FROM THIS SERIES:

Soc. 313—Contemporary Social Problems	3	3
Soc. 315—Racial and National Minority Groups	3	3
Soc. 323—Introduction to Anthropology	3	3
Soc. 325—Comparative Non-Literature Cultures	3	3
Soc. 331—Marriage and The Family	3	3

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Geography (6)

TWO ELECTIVES FROM THIS SERIES:

	CL	CR
Geog. 121—Economic Geography	3	3
Geog. 223—Geography of the United States and Pennsylvania	3	3
Geog. 224—Geographic Influences in United States History	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 358—Conservation of Natural Resources	3	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	36
Electives	1
 Total	 128

*Count Hist. 231—Europe to 1815 (3 c.h.) as General Education, in substitution for Hist. 212.

HISTORY AND GOVERNMENT — 27 CRS.

Majors in History and Government are not required to take Hist. 212—History of Civilization since the 17th Century.

	CL	CR
Hist. 231—Europe from the Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3
Electives	9	9

One three-hour elective from each of the three series listed under *Comprehensive Social Studies*.

Government (12)

Pol. Sci. 313—State and Local Government (Required)	3	3
Pol. Sci. 323—Comparative Government (Required)	3	3
Electives	6	6

TWO ELECTIVES FROM THIS SERIES:

Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3

SUMMARY

	CR
General Education	61*
Professional Education	30
Specialization	27
Electives	10
 Total	 128

*Count Hist. 231—Europe from the Renaissance to 1815 as General Education, in substitution for Hist. 212.

COURSE DESCRIPTIONS

DEPARTMENT OF ART

Art 101 — *Introduction to Art* 3 cr. hrs.

An analysis of the structure of art and the relationship of structure to civilization, communication and expression.

Art 201 — *Methods and Materials in Elementary School Art* 3 cr. hrs.

Introduces the student to the theories and techniques of teaching art in the elementary school and to experiences with the art process.

Art 303 — *Crafts for Elementary Grades* 3 cr. hrs.

(See Spec. Ed. 303)

Art 304 — *Crafts for the Secondary School* 3 cr. hrs.

(See Spec. Ed. 304)

Art 311 — *American Art History* 3 cr. hrs.

A detailed study of the visual arts in America including Indian crafts, revival architecture and contemporary painting.

Art 321 — *European Art History* 3 cr. hrs.

A detailed study of the history of the visual arts on the European continent from the Greek era to the present.

Art 331 — *Oriental Art History* 3 cr. hrs.

A detailed study of the history of the visual arts in Japan, China, India and the countries of the Near East.

Art 399 — *Drawing* 3 cr. hrs.

A study of the fundamental problems in drawing, stressing the perception of volume, value, line and organization of the two-dimensional surface.

Art 401 — *Painting I* 3 cr. hrs.

Active experience using various painting media with emphasis on personal growth in expression.

Art 402 — *Painting II* 3 cr. hrs.

A continuation of Art 401. A studio course in composition, color, technique, and interpretation of visual experience. Prerequisite: Art 401.

Art 403 — <i>Painting III</i>	3 cr. hrs.
Advanced work planned for individual needs. Prerequisite: Art 402.	
Art 404 — <i>Sculpture</i>	3 cr. hrs.
Studio exploration of three dimensional expression.	

DEPARTMENT OF ENGLISH

Eng. 101 — <i>English Composition</i>	3 cr. hrs.
Close study of reading and writing to produce proficiency in both. Frequent themes, intensive study of the principles of rhetoric and grammar.	
Eng. 102 — <i>English Composition</i>	3 cr. hrs.
A continuation of English 101, with increasing emphasis on effective diction, tone, and style. In addition to regular compositions and book reviews, a term paper is required. Prerequisite: Eng. 101.	
Eng. 201 — <i>Advanced Composition</i>	3 cr. hrs.
Assumes satisfactory basic knowledge of grammar and rhetoric; aims to develop in the student a greater mastery over the element of effective writing. Various models of good English prose are analyzed. Frequent compositions from 300 words up to 2,000 words are assigned, read, and discussed in class. Prerequisite: Eng. 102.	
Eng. 202 — <i>Creative Writing</i>	3 cr. hrs.
At least three original short stories and five original poems receive critical analysis by the instructor and by the class in group discussion. Form, metrics, imagery and diction are evaluated.	
Eng. 207 — <i>Survey of World Literature</i>	3 cr. hrs.
Acquaints the students with many of the most important literary works of the western world, and with significant literary genres and literary movements.	
Eng. 208 — <i>Survey of World Literature</i>	3 cr. hrs.
A continuation of English 207, generally covering works of more recent date than those in English 207. Considerably more collateral reading. Prerequisite: Eng. 207.	
Eng. 231 — <i>British Writers</i>	3 cr. hrs.
Required second-semester course for English majors. Selections from Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Boswell and Johnson.	

Eng. 232 — *British Writers*

3 cr. hrs.

Required third-semester course for English majors. Selections from Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot. Prerequisite: Eng. 211.

Eng. 249 — *Shakespeare*

3 cr. hrs.

Required for English majors, to be taken in third or fourth semester. Study of eighteen of Shakespeare's plays with emphasis on Shakespeare as poet and playwright, and attention to conditions of the Elizabethan Theater and to the history of the Shakespearean text.

Eng. 301 — *Journalism*

3 cr. hrs.

An introduction to the fundamentals of news gathering, reporting and editing. Includes both the study of criteria for newspaper evaluation and a brief survey of newspaper development in the United States.

Eng. 307 — *Russian Literature in Translation*

3 cr. hrs.

An introduction to the "golden age" of Russian literature — from Pushkin to Sholokhov. Readings in English of novels, poems, plays and short stories. Attention given to ideas reflected in the works as well as to the medium through which they are dramatized.

Eng. 312 — *Ideas in Literature*

3 cr. hrs.

Examines such recurrent concepts in literature as the conflict between freedom and fate, the place of good and evil in the scheme of things, and the role of the individual in society.

Eng. 316 — *Children's Literature*

3 cr. hrs.

Examination and study of literature for children, with emphasis on criteria for selecting literature for the classroom and the library, suggestions for presenting literary works in the elementary classroom, and basic literary concepts. Required of all students in Elementary Education.

Eng. 321 — *Short Story*

3 cr. hrs.

An introduction to the French, Russian, English, and American short story; through reading and analysis of representative samples. One original short story, and one oral critical analysis of a well known short story may be required of each student.

Eng. 322 — *Modern Drama* 3 cr. hrs.

Major Continental, English, and American plays from Ibsen to Beckett, with emphasis on contemporary attitudes, themes, and structure as contrasted with those traditional dramatists.

Eng. 324 — *Modern Novel* 3 cr. hrs.

Reading limited to British and American novelists from D. H. Lawrence to Faulkner. Treats the current novel as a developing art form, as a vehicle providing insight into human problems, and as a reflection of the modern.

Eng. 325 — *Poetry* 3 cr. hrs.

Designed to permit student exploration of the genre, under guidance of instructor. The nature of poetry — its aims, how it is created, historical and individual changes and variations in manner and matter.

Eng. 326 — *Modern Poetry* 3 cr. hrs.

An introduction to contemporary poetic movements through study of Emily Dickson, T. S. Eliot, E. E. Cummings, Robert Lowell, Allen Ginsberg, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, W. H. Auden, Dylan Thomas, and other poets.

Eng. 331 — *English Conference* 3 cr. hrs.

Reading of complete works of masters such as Homer, Virgil, Sophocles, Aristophanes, Cervantes, Shakespeare, and others. Emphasis on qualities that make for literary excellence, differences in philosophic and cultural backgrounds, and human values.

Eng. 332 — *Blake and Yeats* 3 cr. hrs.

A study of two great poets united by their search for a vision and by having created in this search perhaps the most original and complete mythological systems in English literature.

Eng. 341 — *Early and Middle English Literature* 3 cr. hrs.

A study of Beowulf and other Old English works in translation and of medieval chronicles and romances including *Sir Gawain and the Green Knight* and *Le Morte d' Arthur*.

Eng. 342 — *Early English Drama* 3 cr. hrs.

Early native drama, including miracle and mystery plays, morality plays, and interludes, Elizabethan dramatists: Heywood, Marlowe Kyd, Jonson, Webster, Middleton and Ford.

Eng. 343 — *Chaucer*

3 cr. hrs.

Study of Chaucer's major poetry, with practice in speaking and reading Middle English and with major emphasis on Chaucer's literary achievement and his humanism.

Eng. 347 — *The Renaissance in England*

3 cr. hrs.

The non-dramatic prose and verse of the period, emphasizing the last quarter of the century. The humanists: Erasmus, More, Castiglione, Elyot, Ascham; Renaissance forms and ideas in Llyly, Sidney, Spenser, Daniel, Drayton, Shakespeare, Marlowe, Chapman, Greene, and others.

Eng. 352 — *17th Century Literature*

3 cr. hrs.

Poetry and prose, beginning with Jonson. The rival traditions of Donne and Jonson in such poets as Herbert, Vaughn, Quarles, Cowley, Herrick, and Marvell. Principal prose writers: Burton, Browne, Taylor, Fuller, Baxter, Bunyan, and Dryden.

Eng. 356 — *Restoration and Later Drama*

3 cr. hrs.

Wycherley, Etherege, Congreve, Farquhar, Dryden, and Otway, with consideration of Moliere's influence in Restoration drama. Eighteenth century sentimental comedy and tragedy, and reaction against it in Goldsmith and Sheridan. Trends in 19th century drama.

Eng. 357 — *18th Century Literature*

3 cr. hrs.

Survey of literature of the Augustan Age in England: Addison and Steele, Swift, Pope, Boswell, and Johnson; forerunners of the Romantic Revival; beginnings of the British novel; the plays of Addison, Steele, Sheridan, and Goldsmith.

Eng. 358 — *18th Century Novel*

3 cr. hrs.

Emphasizes major novels of Defoe, Richardson, Fielding, Smollett, Sterne, and Austin; traces the development of the English novel from picaresque to realistic.

Eng. 363 — *19th Century Novel*

3 cr. hrs.

The major British writers of the Victorian Period, with supplementary readings in the works of the great continental novelists.

Eng. 364 — *19th Century Literature*

3 cr. hrs.

Covers the major poets such as Wordsworth, Keats, Tennyson, Arnold, as well as major prose writers: Hazlitt, Lamb, DeQuincey, Peacock, Newman, Huxley, Carlyle, and others.

Eng. 381 — *American Literature* 3 cr. hrs.

Surveys American Literature from its Colonial beginnings through the Civil War, with emphasis on the writers of the American Renaissance.

Eng. 382 — *American Literature* 3 cr. hrs.

Continues English 381, covering major writers and significant social and literary movements up to the present day.

Eng. 385 — *The American Novel* 3 cr. hrs.

Surveys development of the novel in America from Charles Brockden Brown to the present, with emphasis on outstanding American novelists of the Twentieth Century.

Eng. 386 — *Later American Prose* 3 cr. hrs.

Covers representative writers from the late 19th Century to the present: Veblen, Steffens, Hearn, Mencken, Babbitt, Moore, Brooks, Lippman, and others. Stresses political, social, and artistic milieu.

Eng. 401 — *Structure of English* 3 cr. hrs.

A descriptive study of the phonology, morphology, syntax, and graphic formulas of modern American English.

Eng. 402 — *History of the English Language* 3 cr. hrs.

A descriptive study of the causes and effects of phonemic, morphological, syntactic, and semantic change in the English language from the Anglo-Saxon conquest to the present.

Eng. 405 — *Criticism* 3 cr. hrs.

For advanced students majoring in English. Admission must be arranged with instructor. Examines works of major critics: Plato, Aristotle, Longinus, Sidney, Boileau, Coleridge, and others. Applies critical principles to literary texts.

DEPARTMENT OF SPEECH

Speech 101 — *Fundamentals of Speech* 2 cr. hrs.

The study and practice of skills in oral communication. Emphasis is on sound organization and effective language; with awareness of different speech patterns, and audience adaptation.

Speech 103 — *Basic Speech* 3 cr. hrs.

The beginning speech course for Liberal Arts majors. Includes material covered in Speech 101, with additional theory and practice in the requirements for effective speaking.

Speech 206 — *Oral Interpretation of Literature* 3 cr. hrs.

A study of the intellectual and emotional meanings used in the presentation of poetry and prose. Practice in the skills required for the successful reading aloud of these meanings to a group of listeners.

Speech 208 — *Introduction to Theatre Arts* 3 cr. hrs.

A survey of the arts of the theatre: directing, play production, theatre history, stage design and acting. The student is given a broad general background in theatre.

Speech 211 — *Theatre Production* 3 cr. hrs.

A study of the physical aspects of producing a play: scene design, costuming, makeup, properties, stage management and business procedures. The student is thus equipped with the basic skills for the technical work of production. Crew work is assigned.

Speech 221 — *Argumentation* 3 cr. hrs.

The basic principles of argument, with practice in debate. The fundamentals of logic are provided. Stress is on the techniques of effective thinking and speaking on controversial issues.

Speech 231 — *Introduction to Radio and Television* 3 cr. hrs.

A survey of communication practices and techniques in the media of radio and television. The student is given practice in these techniques, and is provided with a background of their dynamics in relation to modern society.

Speech 241 — *Voice and Diction* 3 cr. hrs.

A study of the vocal organs and their function. Designed for students who wish to improve their vocal quality and who have no voice defects.

Speech 301 — *Advanced Speech* 2 cr. hrs.

A continuation of Speech 101 for the student at the Junior class level. Emphasis is placed on the more advanced practice of speaking before classroom groups. Reading aloud, group discussion and persuasion are the areas of concentration. Prerequisite: Speech 101.

Speech 311 — *Directing*

3 cr. hrs.

A comprehensive study of staging a play, from the selection of a script up to the opening performance. Each student directs and participates in classroom projects. Lab hours required.

Speech 312 — *Fundamentals of Acting*

3 cr. hrs.

An introduction to the theories and techniques of acting. A study of the development of the character physically, emotionally, and intellectually. Individual and group exercises.

Speech 314 — *Costumining for the Stage*

3 cr. hrs.

Costumining for the theatre through application of historical developments and elements of design to the requirements of the theatre. Lab hours required.

Speech 315 — *History of the Theatre*

3 cr. hrs.

Study of the major periods of theatrical history from the viewpoint of play and the production. A survey of the theatre from the beginnings in Greece to Current Theatre, with consideration given to the influences of Asiatic and African cultures.

Speech 318 — *Discussion*

3 cr. hrs.

A study of the principles and processes of group discussion in policy making situations and interpersonal relations. Practical problems in leadership and participation are provided.

Speech 319 — *Children's Theatre*

3 cr. hrs.

A survey of dramatic literature for children and an investigation into the theories and techniques of theatre for children. Creative dramatics is introduced. Lab hours required.

Speech 321 — *Persuasion*

3 cr. hrs.

Analysis of problems of human motivation as encountered in audience situations. A study and practice of both the ethical, and scientific approach, by the speaker. Methods of applying a knowledge of the basis and tools of persuasion presented in detail.

Speech 325 — *Extempore Speech*

3 cr. hrs.

An advanced public speaking course. Theories of, and exercises in, the four types of speaking. Major emphasis is on the composition and delivery of the extemporaneous speech.

Speech 490 — *Speech Seminar*

3 cr. hrs.

A survey of the field of speech, with special emphasis on either public address, or dramatic art. Purpose is to broaden the student's knowledge in his special field of learning by research, and investigative papers and projects.

DEPARTMENT OF FOREIGN LANGUAGES

FRENCH

Fr. 101 — *Beginning French* (For students with no previous study of French)

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking stressed.

Fr. 102 — *Beginning French*

3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

Fr. 103 — (For students having two or more years of French background)

3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned; pronunciation perfected as well as intonation, fluency of basic dialogues.

Fr. 104 — *Intermediate French*

3 cr. hrs.

A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.

Fr. 210 — *Contemporary Literature of France*

3 cr. hrs.

Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.

Fr. 211 — *Contemporary Literature of France*

3 cr. hrs.

Additional works of modern-day France, graded according to the level of the class.

Fr. 301 — *Advanced Conversation and Composition*

3 cr. hrs.

Speech production with native pronunciation, fluency, intonation, para-language and kinesics is designed to bring about optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: French 104, 211.

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Fr. 302 — *Advanced Conversation and Composition* 3 cr. hrs.

Continued class oral work, discussions of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.

Fr. 310 — *The Culture and Civilization of France* 3 cr. hrs.

Designed to give students a thorough understanding of French government, customs, education, fine arts, folk lore and history. Current events are viewed through French magazines and newspapers.

Fr. 311 — *The Culture and Civilization of France* 3 cr. hrs.

Continued study of available materials which represent the present way of life and the philosophies behind French nationalism.

Fr. 315 — *The French Short Story* 3 cr. hrs.

Selected short stories are read and discussed as to content, genre significance, philosophy.

Fr. 316 — *The French Novel* 3 cr. hrs.

Selected French novels are read and discussed in class.

Fr. 321 — *The History of French Literature* 3 cr. hrs.

A survey course intended to show not only the development of French genre but also to give the student an insight into material which he should read more intensively on his own.

Fr. 401 — *French Linguistics* 3 cr. hrs.

Designed to present to the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics, and specifically, the principles behind the audio-lingual approach. Films and tapes are used extensively.

Fr. 402 — *The Methods and Materials of Teaching French* 3 cr. hrs.

An intensive investigation of the methods of teaching which are successful today. Materials are discussed, copies of texts are examined, the audio-lingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Fr. 203 — *Ramified Conservations* 3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Fr. 204 — *Seminar in France* 6 cr. hrs.

Six to eight weeks in France at the University of Dijon. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident Evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of French are required for participation in this program.

French students should be reminded of the special Pennsylvania Junior Year Abroad at Besancon, France. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

GERMAN

Ger. 101 — *Beginning German (For students with no previous study of German)* 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed.

Ger. 102 — *Beginning German* 3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

Ger. 103 — *Intermediate German (For students with two or more years of German background)* 3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned; pronunciation perfected as well as intonation, fluency of basic dialogues.

Ger. 104 — <i>Intermediate German</i>	3 cr. hrs.
A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.	
Ger. 210 — <i>Contemporary Literature of Germany</i>	3 cr. hrs.
Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.	
Ger. 211 — <i>Contemporary Literature of Germany</i>	3 cr. hrs.
Additional works of modern-day Germany, graded according to the level of the class.	
Ger. 301 — <i>Advanced Conversation and Composition</i>	3 cr. hrs.
Speech production with native pronunciation, fluency, intonation, para-language and kinesics is designed to bring optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: German 104, 211.	
Ger. 302 — <i>Advanced Conversation and Composition</i>	3 cr. hrs.
Continued class oral work, discussion of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.	
Ger. 310 — <i>The Culture and Civilization of Germany</i>	3 cr. hrs.
Designed to give students a thorough understanding of German government, customs, education, fine arts, folk lore, history. Current events are viewed through German magazines and newspapers.	
Ger. 311 — <i>The Culture and Civilization of Germany</i>	3 cr. hrs.
Continued study of available materials which represent the present way of life and the philosophies behind German nationalism.	
Ger. 315 — <i>The German Short Story</i>	3 cr. hrs.
Selected short stories are read and discussed in class as to content, genre, significance, philosophy.	
Ger. 316 — <i>The German Novel</i>	3 cr. hrs.
Selected German novels are read and discussed in class.	
Ger. 321 — <i>The History of German Literature</i>	3 cr. hrs.
A survey course intended to show not only the development of German genre but also to give the student an insight into material which he should read more intensively on his own.	

Ger. 401 — *German Linguistics* 3 cr. hrs.

Designed to present to the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics and specifically, the principles behind the audio-lingual approach. Films and tapes are used extensively.

Ger. 402 — *The Methods and Materials of Teaching German* 3 cr. hrs.

An intensive investigation of the methods of teaching that are successful today. Materials are discussed, copies of texts are examined, the audio-lingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Ger. 203 — *Ramified Conversation* 3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Ger. 204 — *Seminar in Germany* 6 cr. hrs.

Six to eight weeks in Germany at the University of Mainz. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident Evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of German are required for participation in this program.

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German students should be reminded of the special Pennsylvania Junior Year Abroad at Marburg, Germany. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

RUSSIAN

Until such time as enrollment in this language is sufficient to permit the language to be studied in length and depth, students are advised to select Russian only as a second foreign language, Arts and Sciences requirement, or for its cultural value on a four semester basis only.

Ru. 101 — *Beginning Russian* (For students with no previous study of Russian) 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed, but students learn to read and write the cyrillic alphabet.

Ru. 102 — *Beginning Russian II* 3 cr. hrs.

Continuation of the development of the basic skills of understanding, speaking, reading and writing. Reading is stressed somewhat more to develop the faculty in recognizing whole phrases toward more rapid reading. Pronunciation is perfected.

Ru. 103 — *Intermediate Russian* (For students with two or more years in Russian study, or the completion of 102) 3 cr. hrs.

Maximum class use of the spoken language is designed to bring about good comprehension and speech. A text on Soviet *modus vivendi* is read outside class and discussed in class in the Russian language.

Ru. 104 — *Intermediate Russian II* 3 cr. hrs.

A cultural reader and selected fiction stories are completed during this semester. Students should begin to comprehend the spoken language without translating and are expected to be able to begin conversing in Russian on simple themes.

SPANISH

Span. 101 — *Beginning Spanish* (For students with no previous study of Spanish) 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed.

Span. 102 — *Beginning Spanish* 3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

Span. 103 — *Intermediate Spanish* (For students with two or more years of Spanish background) 3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned relative to reading matter.

Span. 104 — *Intermediate Spanish* 3 cr. hrs.

A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.

Span. 210 — *Contemporary Literature of Spain* 3 cr. hrs.

Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.

Span. 211 — *Contemporary Literature of Spain* 3 cr. hrs.

Additional works of modern- day Spain, graded according to the level of the class.

Span. 301 — *Advanced Conversation and Composition* 3 cr. hrs.

Speech production with native pronunciation, fluency, intonation, paralinguage and kinesics is designed to bring about optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: Spanish 104, 211.

Span. 302 — *Advanced Conversation and Composition* 3 cr. hrs.

Continued class oral work, discussion of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.

Span. 310 — *The Culture and Civilization of Spain* 3 cr. hrs.

Designed to give students a thorough understanding of Spanish government, customs, education, fine arts, folk lore, and history. Current events are viewed through magazines and newspapers.

Span. 311 — *The Culture and Civilization of Spain* 3 cr. hrs.

Continued study of available materials which represent the present way of life and the philosophies behind Spanish nationalism.

Span. 315 — *The Spanish Short Story* 3 cr. hrs.

Selected short stories are read and discussed as to content, genre, significance, philosophy.

Span. 316 — *The Spanish Novel* 3 cr. hrs.

Selected Spanish novels are read and discussed in class.

Span. 321 — *The History of Spanish Literature*

3 cr. hrs.

A survey course intended to show not only the development of Spanish genre but also to give the student an insight into material which he should read more intensively on his own.

Span. 401 — *Spanish Linguistics*

3 cr. hrs.

Designed to present the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics, and specifically, the principles behind the audio, lingual approach. Films and tapes are used extensively.

Span. 402 — *The Methods and Materials of Teaching Spanish*

3 cr. hrs.

An intensive investigation of the methods of teaching which are successful today. Materials are discussed, copies of texts are examined, the audiolingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Span. 203 — *Ramified Conversations*

3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use is made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Span. 204 — *Seminar in Spain*

6 cr. hrs.

Six to eight weeks in Spain at the University of Madrid. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident evaluators from Bloomsburg accompanying the group to assist students and keep records of progress. Two semesters of Spanish are required for participation in this program.

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Spanish students should be reminded of the special Pennsylvania Junior Year Abroad at Valladolid Spain. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

EDUCATION

Ed. 101 — *Introduction to Education* 3 cr. hrs.

The five major aspects of American education: (1) organization and administration, (2) areas of education, (3) personnel in education, (4) provisions for educational materials and environment, and (5) interpretation of education are introduced.

Ed. 202 — *Methods and Materials in Elementary School Science* 3 cr. hrs.

Includes scientific concepts and facts of most interest to children. Includes the environmental experiences of children, and new areas where the experiences of children are limited.

Ed. 301 — *Audio-Visual Education* 2 cr. hrs.

A comprehensive study of all communicative media. Opportunity to develop skills in the use of various teaching tools is provided during the laboratory periods. Prerequisite: Psy. 301.

Ed. 311 — *Educational Measurements* 3 cr. hrs.

The principles testing in the various fields of subject matter. Methods of grading and problems involved, representative standardized tests and the vocabulary of measurement. Prerequisite: Psy. 301.

Ed. 321 — *Early Childhood Education* 3 cr. hrs.

Problems peculiar to nursery school and kindergarten age boys and girls. Programs, materials, activities, and equipment necessary for working effectively with those age groups. Prerequisite: Psy. 311.

Ed. 341 — *Introduction to Guidance and Counseling* 3 cr. hrs.

To introduce the teacher and prospective pupil personnel worker to the guidance point of view in the public school system. Basic guidance principles and procedures with the emphasis on the role and interaction of the counselor and other pupil personnel workers.

Ed. 342 — *Introduction to the Study of Occupational and Educational Information* 3 cr. hrs.

Developed for those who teach occupations and advise students in the selection of occupations. Study of major occupational areas and sources of educational information to be used in occupational guidance.

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Ed. 343 — *Counseling Techniques*

Presents the general nature of the counseling process and the tools that are used to implement its functioning. Various problems, studies, and approaches are considered.

Ed. 351 — *Teaching of English in the Secondary School*

3 cr. hrs.

Investigates the following areas; general objectives of the secondary school in respect to this particular discipline; daily and long range planning with emphasis on resource unit construction; and examination of courses of study to familiarize and provide information on the scope and sequence of the discipline; a knowledge of the research concerning current methods of teaching this discipline; a compilation of materials, resources, and bibliographies pertinent to this area; and opportunities to examine, construct and apply tests, as well as, other forms of evaluating, diagnosing, and reporting pupil progress. Prerequisite: Psy. 301.

Ed. 352 — *Teaching of Mathematics in the Secondary School*

See Ed. 351 for course descriptions.

Ed. 353 — *Teaching of Biological Science in the Secondary School*

See Ed. 351 for course descriptions.

Ed. 354 — *Teaching of Physical Science in the Secondary School*

See Ed. 351 for course descriptions.

Ed. 355 — *Teaching of Social Studies in the Secondary School*

See Ed. 351 for course descriptions.

Ed. 361 — *Problems of Secondary Education Including Guidance* 3 cr. hrs.

Problems in teaching with particular emphasis upon the first years includes problems of pupil-growth and development, curriculum, and counseling. Prerequisite: Psy. 301.

Ed. 371 — *Teaching of Reading in the Elementary Grades.*

3 cr. hrs.

Developmental reading from readiness through the entire elementary school curriculum. Principles, problems, techniques, and materials used in the total elementary school program.

Ed. 372 — *Foundations of Reading Instruction*

3 cr. hrs.

The reading program in the secondary school, including the area of comprehension, speed, study skills, library skills, recreation and enrichment, and method of using information. Development of a secondary school reading program required of each student. Prerequisite: Psy. 301.

Ed. 373 — *Diagnostic and Remedial Reading* 3 cr. hrs.

Diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. Designed for elementary and/or secondary school teachers. Each student is required to develop a remedial reading program. Prerequisite: Ed. 371.

Ed. 374 — *Teaching of Reading in Academic Subjects* 2 cr. hrs.

Developing the understandings and improving techniques for developing reading skills applicable to the secondary school. Emphasis on readiness, comprehension, silent reading, and oral reading through secondary school academic subjects. *Required of all students majoring in Secondary Education.*

Ed. 381 — *Seminar in Elementary Education* 6 cr. hrs.

A study of the ways in which elementary schools are organized to solve the problems of the great individual differences among children, and of research related to experimentation in this field. Methods and materials of teaching mathematics, social studies, and language arts in the elementary school will be studied. Prerequisite: Psy. 301.

Ed. 401 — *Student Teaching in the Elementary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Opportunities for direct participating experience at two grade levels and in as many areas of the elementary curriculum as possible. Association with carefully selected master teachers.

Ed. 402 — *Student Teaching in the Secondary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Requires the construction or adaptation of a resource unit for use by the student teacher during this period as well as daily planning and guided observation. Students are exposed to actual teaching and other experiences to give them a wide sampling of the activities of the professional teacher.

Ed. 411 — *Professional Practicum* 2 cr. hrs.

Operated concurrently with Student Teaching and includes orientation to Student Teaching, planning, professional growth in service, placement, school law and classroom management.

Ed. 421 — *Curriculum Development* 3 cr. hrs.

An examination of current curricular offerings of Elementary and Secondary schools. Emphasis placed upon philosophical, social, political and technical trends in the community, nation and the world, and the effect they have upon the role of the teacher and the school in curriculum development.

PSYCHOLOGY

Psy. 201 — *General Psychology*

3 cr. hrs.

Develops an understanding of how people behave and why they behave as they do. Heredity and environment, the nature and function of perception, emotions and thought, the forces that bring about various kinds of behavior, and the problems of personal adjustment.

Psy. 202 — *Advanced General Psychology*

3 cr. hrs.

Designed to provide students with a more intensive and detailed understanding of psychological processes which are covered at an elementary level in Psychology 201. Topics to be covered include: human development, learning, memory, perception, motivation, emotion, and personality theory. The methods and systems of psychology, both historical and current, will also be explored. Prerequisite: Psy. 201.

Psy. 301 — *Educational Psychology and Evaluative Technique* 3 cr. hrs.

Principles of learning and techniques of evaluation. Functional applications in educational practice are observed in cooperating and demonstration schools. Prerequisite: Psy. 201.

Psy. 311 — *Child Growth and Development*

3 cr. hrs.

The principles of human development which have most significance for understanding and working with children in elementary school classrooms and activities. Prerequisite: Psy. 201.

Psy. 321 — *Mental Tests (Group)*

3 cr. hrs.

The nature of psychological tests is explored and methods used in standardizing and validating them are studied. Students learn about a variety of tests by actually taking such tests, administering them, and interpreting their results.

Psy. 322 — *Mental Tests (Ind.)*

3 cr. hrs.

The nature of intelligence is studied and ways of measuring it considered. Emphasis is placed on the administration and scoring of the Stanford-Binet and the Wechsler Intelligence Scale for Children.

Psy. 331 — *Mental Hygiene*

3 cr. hrs.

A discussion of the processes necessary for the development of a healthy mental state. Practical applications of principles of good mental hygiene demonstrated. Field trips to nearby mental institutions. Prerequisite: Psy. 301.

Psy. 401 — *Abnormal Psychology* 3 cr. hrs.

Mental abnormalities including symptoms, diagnosis, and treatment. Problem cases and characteristics of handicapped and subnormal children
Prerequisite: Psy. 201.

Psy. 411 — *Adolescent Psychology* 3 cr. hrs.

The physical, social, and psychological attributes of youth from age eleven to twenty and their adjustment in a dynamic society. Prerequisite: Psy. 301.

Psy. 421 — *Clinical Psychology* 3 cr. hrs.

The making of case studies; the administration of various tests; the use of clinical instruments; and the interpretation, recording and reporting of findings. Intelligence tests (verbal and non-verbal), personality and ability tests. Prerequisite: Psy. 322.

Psy. 431 — *The Study of Personality* 3 cr. hrs.

The nature and organization of personality and the dynamic forces that shape the individual. Personality types, conscious and unconscious processes, individual differences, abnormal trends, and ways of measuring personality characteristics. Prerequisite: Psy. 201.

Psy. 461 — *Experimental Psychology* 3 cr. hrs.

An introduction to the methodology of experimental research. Students delve into The Theory of Experimental Research, Experimental Design, Individual Study and Critical Analysis of complete research. Prerequisite: Psy. 201.

Psy. 551 — *Social Psychology* 3 cr. hrs.

A study of the behavior of individuals and groups in society. It deals with the psychological forces within individuals and emanating from the social environment that causes people to behave as they do. Prerequisite: Psy. 201.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

P.E. 101 — *Physical Fitness Education* 1 cr. hr.

Team activities, such as soccer, speedball, touch football, volley ball, basketball, softball, track and field, vaulting, and tumbling. An individual physical fitness inventory is taken, and attention is given to posture and body carriage.

P.E. 102 — <i>Aquatics</i>	1 cr. br.
Development of skills and attitudes toward swimming competence, Beginning swimming and general lifesaving techniques.	
P.E. 201 — <i>Recreational Physical Education</i>	1 cr. br.
Development of skills and attitudes toward recreational activities now commonly engaged in our society are stressed. Archery, handball, tennis, golf, bowling, and badminton are covered.	
P.E. 222 — <i>Dance</i>	1 cr. br.
Development of skills centered around the dance. Folk, square, and other forms will be included. <i>Arts and Sciences students only.</i>	
P.E. 311 — <i>Methods and Materials in Health and Physical Education for the Elementary Grades</i>	3 cr. hrs.
Helps Elementary Education students develop sound principles and procedures in meeting the physical and emotional needs of the child, and includes basic fundamentals of growth and development. Laboratory experience is included.	
P.E. 312 — <i>Recent Developments in Elementary Physical Education</i>	3 cr. hrs.
A comparative study of physical education programs around the country with emphasis on the latest developments and trends in the field and implications for the future.	
P.E. 341 — <i>Adapted Physical Education</i>	3 cr. hrs.
An introduction to the nature of handicap conditions and their psychological implications.	
P.E. 331 — <i>Recreation Education</i>	3 cr. hrs.
Leisure-time activities of adolescents and adults. Review and analysis of educational implications.	
P.E. 400 — <i>Seminar in Newer Practices in Elementary Health and Physical Education</i>	6 cr. hrs.
Emphasis is placed on the new proposals of the Department of Instruction for elementary school instruction in health and physical education. <i>Note: Offered only during the Summer Sessions.</i>	

HEALTH

He. 101 — *Principles of Hygiene* 2 cr. hrs.

Anatomical and physiological systems of the human body as a foundation for the development of good health principles and attitudes.

DEPARTMENT OF MUSIC

MUSIC

Mus. 101 — *Introduction to Music* 3 cr. hrs.

A background and understanding of music and the various media through which music is expressed. Selected masterpieces, composers, musical forms and styles considered.

Mus. 212 — *Methods and Materials for Teaching Music* 3 cr. hrs.
in Elementary School

Music in the elementary school and the correlation of music with other subjects. Prepares the grade teacher to teach his own music in a self-contained classroom or under supervision from a music specialist.

Mus. 330 — *Concepts for Music Listening* 3 cr. hrs.

A study of styles, techniques, and mediums. Comparison of musical objectives and philosophies of schools, eras, and individual composers. Development of critical attitudes and listening techniques.

Mus. 331 — *History of Music* 3 cr. hrs.

A study of music from Bach to the present day with emphasis upon active listening and the development of a musical vocabulary.

Mus. 332 — *American Music* 3 cr. hrs.

A study of the works of selected American composers with reference to characteristics indigenous to American music.

Mus. 431 — *Music of the Romantic Era* 3 cr. hrs.

A study of nineteenth century European music.

Mus. 432 — *Twentieth Century Music* 3 cr. hrs.

A study of contemporary music, with emphasis on selected representative works.

Area of Competency in Music

The following courses have been recommended by the Department of Music for students in Elementary Education who are seeking an Area of Competency in Music. Selection of courses should be made only with the help of the Chairman of the Department of Music.

Mus. 122 — *Keyboard Music*3 *cr. hrs.*

Group piano instruction with emphasis on creating and playing accompaniments for songs, and sight reading music.

Mus. 221 — *Harmony I*3 *cr. hrs.*

A study of music theory including tonic, subdominant, and dominant harmonies leading to altered chords and modulation. Experiences in Keyboard and sightsinging will be provided.

Mus. 222 — *Harmony II*3 *cr. hrs.*

A continuation of Harmony I including the studio of the supertonic, submediant, and mediant harmonies. In addition to keyboard experiences, the development of rhythmic vocabulary, and harmonic dictation, selected compositions will be analysed.

Mus. 321 — *Choral Techniques*3 *cr. hrs.*

Class voice instruction with emphasis on the development of techniques and abilities necessary for participation in choral groups. Principal attention will be given tone production, proper breathing, and appropriate literature.

Mus. 322 — *Directed Study*3 *cr. hrs.*

Individual study under the direction of a faculty member which may extend areas normally covered in specialized music courses.

Mus. 421 — *Literature and Materials of Music*3 *cr. hrs.*

Advanced vocabulary, aesthetic function, and elements of music studied through actual occurrence. Presents a gradual progression, ultimate synthesis, and growth of music through the individual's cultural context.

DEPARTMENT OF BIOLOGICAL SCIENCES

Biol. 103 - 104 — *General Biology I and II*8 *cr. hrs.*

Emphasizes the fundamental principles and theories of life exhibited in plants and animals. Local field trips, class demonstrations, and laboratory studies are included.

Biol. 211 — *Invertebrate Zoology* 4 cr. hrs.

Representatives of each phyla are studied as part of the laboratory work. Morphology, physiology, development, and variations of each organism. Ecology and evaluation of these forms in relation to the economy of man.

Biol. 212 — *General Botany* 4 cr. hrs.

History, definition, and scope of the plant kingdom. Laboratory study includes cells, leaves, roots, stems, flowers, seeds, anabolic and catabolic metabolism. Conservation, economic and esthetic value, evolution and genetics of plants.

Biol. 232 — *Field Botany* 3 cr. hrs.

Plants in their natural environments, forests, fields, bogs, streams, and ponds. Plant culture is observed in local greenhouses, nursery farms, and gardens. Prerequisite: Biol. 212.

Biol. 234 — *Field Zoology* 3 cr. hrs.

Animals observed and classified in the field. The study of physical and physiological adaptations to environment fish and game culture and control of predators from the economic point of view. Prerequisite: two years of biology.

Biol. 241 — *Plant Anatomy* 3 cr. hrs.

The study of cell structure in plants and relationship to the physiological functions of the plant. The phyletic development of plant cells and the tissues, especially those concerned with the gross structure of roots, stems, and leaves. Prerequisite: Biol. 212.

Biol. 242 — *Ornithology* 3 cr. hrs.

Birds identified in the field and from museum specimens; songs, feeding habits, nest building, and care of young, migration, economic importance are presented. Prerequisite: one year of biology and consent of instructor.

Biol. 251 — *Systematic Entomology* 3 cr. hrs.

A field course covering collection and identification of larval and adult insects. Attention is given to mounting and preparing insects for study.

Prerequisites: Biol. 103 and 104 or Biol. 211.

Biol. 252 — *Parasitology* 3 cr. hrs.

A study treating the taxonomy, structure, and biology of animal parasites, including those of importance to man. Prerequisite: Biol. 211.

Biol. 312 — *Ecology*

3 cr. hrs.

Principles and concepts pertaining to energy flow succession patterns, limiting factors, habitat studies and population studies at the species, inter-species, and community level. Prerequisite: Biol. 211, 212.

Biol. 314 — *Fresh Water Biology*

3 cr. hrs.

An advanced course in the biology of streams, lakes and ponds and their relationship to the health and welfare of the country. Prerequisites: Biol. 211, 212, 312 or permission of the instructor.

Biol. 321 — *Comparative Vertebrate Anatomy*

3 cr. hrs.

Lectures on the morphology by systems of Fishes, Amphibians, Reptiles, Birds, and Mammals. Laboratory dissection of the cat by each member of the class. Comparisons made with the skeleton and manikins of the human body. Prerequisite: two years of biology.

Biol. 331 — *Vertebrate Physiology*

3 cr. hrs.

The study of functions of tissues, organs, and systems, specimens of Amphibians, Reptiles, Birds, and Mammals. Prerequisite: Biol. 321.

Biol. 332 — *Histology*

3 cr. hrs.

A study of the morphological characteristics of animal tissues. In its broader aspects, the course correlates structural features with physiological functions. Prerequisites: Biol. 321, 331.

Biol. 341 — *Genetics*

3 cr. hrs.

The science and theories of inheritance in plants and animals. The practical application of genetics in animal breeding, plant propagation, and improvement of the human race. Prerequisites: Biol. 211, 212.

Biol. 351 — *Microbiology*

3 cr. hrs.

Microorganisms in relation to man as they occur to soil, water, sewage, food, domestic animals, and plants. Useful and harmful protozoa, bacteria, fungi, and invertebrates. Prerequisites: Biol. 211, 212.

Biol. 371. — *Ichthyology*

3 cr. hrs.

A field course including collection, taxonomy, structure, and ecology of fishes.

Biol. 401 — *Radiation Biology* 3 cr. hrs.

Physical and genetic effects of radiation on plants and animals; radioactive fall-out and its biological consequences; applications of radio-isotopes in biological research; use of radiation sources and detectors. Prerequisites: Biol. 341.

Biol. 411 — *Embryology* 3 cr. hrs.

The development of vertebrates through various stages of Amphioxus, frog, chick, and pig. The formation of adult structures from germ cells through maturation, segmentation, germ layers, and systems. Prerequisites: Biol. 321, 341.

Biol. 421 — *Plant Physiology* 3 cr. hrs.

The physiological processes of plants and their effect on growth of the vegetative and reproductive organ. Prerequisites: Biol. 241, Chem. 111.

Biol. 431 — *Biology of the Arthropods* 3 cr. hrs.

A study of the prominent arthropod classes with special emphasis on Insecta. Studies of function, morphology, histology, embryology and metamorphosis. Laboratory will stress techniques of dissection, preservation of tissues and experimentation with live insects.

Prerequisites: Biol. 211 and Biol. 252, desirable.

Biol. 452 — *Evolution* 3 cr. hrs.

A study of the mechanics of evolution; the nature and behavior of genes, factors effecting gene frequencies, environmental factors, speciation mechanisms and population analysis.

Prerequisites: Biol. 211 and Biol. 341.

Biol. 490 — *Seminar in Biology* Cr. Hrs. to be arranged

Biol. 492 — *Research Topics in Biology* Cr. Hrs. to be arranged

DEPARTMENT OF PHYSICAL SCIENCES

CHEMISTRY

Chem. 111 — *General Inorganic Chemistry* 4 cr. hrs.

Basic principles, laws, and concepts of general inorganic chemistry; the non-metallic elements, formula writing, and equation writing, and balancing, as well as simple chemical calculations.

Chem. 112 — *General Inorganic Chemistry*

4 cr. hrs.

A continuation of Chem. 111; the study of the metallic elements, their procurement and refinement together with a detailed survey of their compounds and uses to man. Prerequisite: Chem. 111.

Chem. 221 — *Qualitative Inorganic Analysis*

3 cr. hrs.

A study of the systematic identification and separation of the common cations and anions. The theory of ionization, mass action, and chemical equilibrium as it applies to analytical chemistry. Prerequisite: Chem. 112.

Chem. 222 — *Quantitative Inorganic Analysis*

3 cr. hrs.

The fundamental principles of gravimetric and volumetric analysis, with development of ability in performing quantitative chemical calculations. Prerequisites: Chem. 221, Math. III.

Chem. 331 — *Organic Chemistry*

4 cr. hrs.

The Aliphatic Series, or open chain compounds of Organic Chemistry, involving the more important of these compounds; their synthesis, reactions, occurrence, and uses. Prerequisites: Chem. 111 and 112.

Chem. 332 — *Organic Chemistry*

4 cr. hrs.

A continuation of Chem. 331. The Aromatic Series or ring compounds of the hydrocarbons are studied. Their synthesis, reactions, occurrence, and uses are emphasized, and type mechanisms are noted. Prerequisite: Chem. 331.

Chem. 322 — *Qualitative Organic Analysis*

3 cr. hrs.

A laboratory course in the qualitative analysis of organic compounds. The analysis of carbon compounds accomplished by means of separation and identification. Methods and techniques studied, applications to industry and scientific research emphasized. Prerequisite: Chem. 332.

Chem. 411 — *Physical Chemistry*

4 cr. hrs.

The study of physico-chemical principles in the behavior of matter. The implications of energy relationships, kinetics of chemical reactions, phase rule, equilibria, molecular weights, melting point phenomena. Prerequisite: Chem. 112, Phys. 112, Math. 311.

Chem. 425 — *Water Analysis*

2 cr. hrs.

The Chemical, physical, and biological phases of water analysis. Laboratory exercises include the examination of water from the entire hydro cycle. Prerequisite: Zool. 111, Chem. 111, Bot. 341.

Chem. 431 — *Industrial Chemistry* 3 cr. hrs.

The application of chemistry to modern industry. The operating efficiency, equipment, the methods of attacking new problems of industry through research. Each student selects a simulated research problem to be developed experimentally, and prepares an oral and written report. Prerequisites: Chem. 112, Phys. 112.

Chem. 441 — *Biochemistry* 3 cr. hrs.

The chemistry of substances comprising living organisms, plants, and animals. Biological processes with chemical backgrounds or chemical interpretations are investigated. Photosynthesis, blood chemistry, extraction and separation of organic substances. Prerequisites: Chem. 112, Bot. 112, or Zool. 112.

Chem. 490 — *Chemistry Seminar* Cr. Hrs. to be arranged

Chem. 492 — *Research Topics in Chemistry* Cr. Hrs. to be arranged

Laboratory investigations of selected problems for advanced students. Registration by consent of instructor.

PHYSICS

Phys. 101 — *Basic Physical Science* 3 cr. hrs.

Basic principles of physics, chemistry, astronomy, geology, and meteorology with consideration to machines, heat, light, sound, electricity, atomic structure, chemical elements, chemical reactions, and current advances in electronics, space flight, and atomic energy. Students majoring in Physical Science may substitute Phys. 111 or Chem. 111.

Phys. 111 — *General Physics* 4 cr. hrs.

The basic principles of Mechanics, Mechanics of Fluids, and Heat. Fundamentals of motion, machines, states of matter, transfer of heat, expansion, and thermodynamics.

Phys. 112 — *General Physics* 4 cr. hrs.

The principles of elementary wave motion, sound, light and elementary optics, electrostatics and an introduction to the fundamentals of current electricity and magnetism. Prerequisite: Phys. 111, Math. 112.

Phys. 202 — *Science in Modern Civilization* 3 cr. hrs.

Nontechnical views of a wide variety of sciences ranging from cosmology to nuclear physics. Appreciations of the contributions made by the sciences to modern civilization are promoted.

Phy. 225 — *Demonstrations in Physics*

3 cr. hrs.

Provides prospective teachers practical experience for conducting demonstrations. Techniques in the use of equipment. Prerequisites: Chem. 112, Phys. 112.

Phys. 305 — *Earth and Space Physics*

3 cr. hrs.

The principles of Physics applied to planetary motion and rocketry. A survey of the solar system and Kepler's Law, space flight, and guidance, the principles of pure Physics involving Newton's Laws, escape velocities, vectors, trajectories, fuels, gyroscopes, and current developments in space science. Prerequisite: Phys. 112.

Phys. 314 — *Electricity and Magnetism*

4 cr. hrs.

An intermediate level study of the electric field, potential, dielectric properties, capacitance, and direct and altering currents. The study of magnetism includes magnetic fields, electromagnetic induction and magnetic properties of matter. A brief introduction to electromagnetic waves is included. Prerequisite: Phys. 112, Math. 311.

Phys. 315 — *Electronic and Solid State Physics*

4 cr. hrs.

Qualitative treatment of crystal structure; mechanical, thermal, dielectric, and magnetic properties of solids; theory of metals; semiconductors. Theory of electron tubes emission, tube characteristics, rectifiers, amplifiers, oscillators, special circuits. Prerequisites: Phys. 112, Math. 311.

Phy. 321 — *Introduction to Atomic Physics*

3 cr. hrs.

An introduction to fundamentals of atomic structure: the electron, Bohr's theory of the hydrogen atom, and extending to X-rays, the photoelectric effect, and other fundamental processes. The study of radioactivity includes natural and artificial transmutation and elementary treatment of fission and fusion. Prerequisites: Phys. 112, Math. 311.

Phys. 411—*Mechanics*

4 cr. hrs.

A course in intermediate mechanics treating statistics and dynamics of particles and extended bodies, motion of bodies by conservative and dissipative forces, energy relations, impulse and momentum, rotation of a rigid body, angular momentum, and elasticity. Prerequisites: Phys. 112, Math. 311.

Phys. 412 — *Optics*

4 cr. hrs.

Brief review of geometric optics; extended treatment of topics in physical optics including diffraction, interference, polarization and spectra. Prerequisites: Phys. 112, Math. 311.

Phys. 413 — *Wave Motion, Sound, and Heat* 4 cr. hrs.

Temperature measurements, thermal expansion, calorimetry, heat transfer, properties of gases, thermodynamics, and wave motion as applied to sound. Prerequisites: Phys. 112, Math. 311.

Phys. 490 — *Physics Seminar* Cr. Hrs. to be arranged

DEPARTMENT OF MATHEMATICS

Math. 101 — *Fundamentals of Mathematics I* 3 cr. hrs.

Consideration is given to mathematics as a universal language essential to quantitative communication in a technical age. A study of the logical basis of deductive science, the structure of the number system, sets, and functions.

Math. 102 — *Fundamentals of Mathematics II* 3 cr. hrs.

Continuation of Math. 101. Includes a discussion of polynomial algebra, elementary geometry and trigonometry. Prerequisite: Math. 101.

Math. 111 — *College Algebra* 3 cr. hrs.

Designed to strengthen and increase the concepts developed in secondary school algebra. Emphasis is placed on understanding the basic skills necessary for application to the sciences and to further mathematical study.

Math. 112 — *Trigonometry* 3 cr. hrs.

Designed to have the student become proficient in the use of the trigonometric functions. Also includes algebraic, logarithmic, and exponential functions.

Math. 116.— *Introductory Statistics* 3 cr. hrs.

This course aims to develop the ability to read, interpret, and construct tables of statistical data; to compute values for the various statistical measures; and to apply the basic skills of statistics to the biological sciences. Biological sciences majors only. Prerequisite: Math. 111.

Math. 211 — *Analytic Geometry* 3 cr. hrs.

A critical study of the conic sections and limits. The fundamental ideas and applications of differential calculus. Prerequisite: Math. 112.

Math. 212 — *Differential Calculus*

3 cr. hrs.

A study of differentials and various differentiation techniques for transcendental functions. Definite integrals and indefinite integration. Prerequisite: Math. 211.

Math. 216 — *Statistics*

3 cr. hrs.

Descriptive and inferential statistics, with emphasis in probabilistic distribution. Both discrete and continuous probability density functions are discussed. Practical training in the calculation of various statistical measures and the use of automatic calculators is obtained in the laboratory. Prerequisite: Sophomore Standing.

Math. 224 — *College Geometry*

3 cr. hrs.

Elementary geometry from an advanced standpoint. Incidence geometry in planes and space, geometric inequalities, properties of the triangle, the quadrilateral, the circle and sphere. Prerequisite: Math. 112.

Math. 246 — *Field Work in Mathematics*

3 cr. hrs.

Mathematics takes on new interest when it is applicable to life situations. Instruments used in the field are the slide rule, angle mirror, hypsometer and clinometer, plane table, vernier, transit, and scale drawing. Summer School only. Prerequisite: Math. 112.

Math. 311 — *Integral Calculus*

3 cr. hrs.

Continuation of Math. 212. Includes vectors, polar calculus, determinants and solid geometry.

Math. 312 — *Differential Equations*

3 cr. hrs.

Elementary ordinary differential equations; infinite series and power series, LaPlace transforms. Prerequisite: Math. 311.

Math. 321 — *Introduction to Modern Algebra*

3 cr. hrs.

Modern algebra and its concepts and terminology. Subjects discussed include Sets, Symbolic Logic, Groups, Fields, Relations, and Functions. Prerequisite: Math. 212.

Math. 324 — *Modern Geometry*

3 cr. hrs.

Continuation of Math. 224. Constructions, Jordan measure, volumes, hyperbolic geometry, and a general discussion of the postulational method. Prerequisite: Math. 224.

Math. 411 — *Advanced Calculus* 3 cr. hrs.

Continuation of Math. 311. Partial derivatives; multiple integration with applications, sequences, series, and convergence. Prerequisite: Math. 311.

Math. 421 — *Linear Algebra* 3 cr. hrs.

Vectors, n-dimensional vector space. Determinants, matrices. Transformations, quadratic forms and applications in 3-space. Prerequisite: Math. 321.

DEPARTMENT OF SOCIAL SCIENCE

ECONOMICS

Econ. 211 — *Principles of Economics* 3 cr. hrs.

Microeconomics: Laws of markets. Operation of market system compared with alternative economic systems. Determination of wage, interest, rent and profit rates. Behavior of competitive and monopolistic economic units compared. Beneficial and detrimental government interferences in a mixed economic system.

Econ. 212 — *Principles of Economics* 3 cr. hrs.

Macroeconomics: Study of factors determining the level of employment, prices, and gross national product. G.N.P. accounting. Monetary policy and fiscal policy affecting the level of prices, G.N.P. and employment. International trade and finance. Economic development.

Econ. 313 — *Industrial Relations* 3 cr. hrs.

The practical questions in our modern industrial organization in the fields of management, labor unions and the economic life of members of the working force. The history of organized labor and the growth of theories in management current policies in the national and state governments to control industrial relations. Prerequisite: Econ. 211.

Econ. 413 — *Money and Banking* 3 cr. hrs.

The historical background and development of monetary practices and principles, the principles of banking, with special attention to commercial banking and credit regulations, and current monetary and banking developments. Prerequisite: Econ. 211.

Econ. 423 — *History of Economic Thought*

3 cr. hrs.

The different economic theories propounded in the past and their effect on present day thinking about economic, business, and political systems. The surplus value theory, economic planning as a part of government responsibility, relations of family budgets to Engel's Law, government responsibility for employment, and rent control. Prerequisites: For Bus. Ed. students — Econ. 211, 212, and Hist. 223. For other students — Hist. 212, 222, and Econ. 211.

SOCIOLGY

Soc. 211 — *Principles of Sociology*

3 cr. hrs.

The basic characteristics of group behavior, the organization of society and culture, individual and community adjustments, in the light of their origin, development, form, and functions.

Soc. 233 — *Introduction to Social Work and the Welfare Services*

An examination of the modern welfare services; followed by the study of some of the methods by which Social Workers help to solve a host of problems which range from adoption and care for the aged, to marital counseling, parole supervision and community organization.

Soc. 313 — *Contemporary Social Problems*

3 cr. hrs.

Urgent social problems and proposals offered for their solution. Topics include social change, personal mal-adjustment, social disorganization, mobility, delinquency, racial and economic tensions, and special problems of youth, families and aging. Prerequisite: Soc. 211.

Soc. 315 — *Racial and National Minority Groups*

3 cr. hrs.

An analysis of racial and minority relations involving racial, national, and religious minorities in the United States. Emphasis will be placed on the present system of minority relations with efforts being made toward possible adjustments. Prerequisite: Soc. 211.

Soc. 316 — *Rural-Urban Sociology*

This course will analyze the contemporary rural and urban society. Particular emphasis will be directed to the ecological changes taking place in the United States as well as the dynamic patterns of social interaction of modern life.

Soc. 323 — *Introduction to Anthropology* 3 cr. hrs.

Human prehistory, physical types of man, language distributions, cultural and social achievement of pre-literate peoples, cultural processes and the role of culture in personality formation.

Soc. 325 — *Comparative Non-Literate Cultures* 3 cr. hrs.

Intensive functional analysis of selected non-literate societies in contrasting cultural and natural areas (Africa, Pacific Islands, etc.) Prerequisite: Soc. 211 or 323.

Soc. 326 — *Indians of North and South America*

Survey of the cultural types and language distributions of the New World, through prehistoric and early historic periods. Includes Indians of Pennsylvania.

Soc. 331 — *Marriage and Family* 3 cr. hrs.

Cultural traditions of the marriage and the family and the new problems in social behavior these institutions face in a changing society.

Soc. 441 — *Criminology*

The scientific study of crime and delinquency, the criminal, theories as to the causes of crime, the reaction of society and the effects of variations in such reaction. Though concentrating on the problems at home, comparisons will be made with approaches to crime and correction in other countries (Britain, the South Americas, Northern Europe and finally the USSR.).

PHILOSOPHY

Phil. 211 — *Introduction to Philosophy* 3 cr. hrs.

An attempt to develop systematically a number of general topics which the sciences, in their attempts to specialize, do not encompass. Some of these are forms of argument, kind of knowledge, nature of reality, individual and social values, and standards of conduct.

Phil. 302 — *Logic* 3 cr. hrs.

A study of the laws of systematic thinking. Included is an examination of logical forms of argumentation, the syllogism, and the methodology of the deductive sciences.

Phil. 303 — *Philosophy of Science*

Analysis of the logic of inquiry in the natural and social sciences; the nature of scientific explanation; problems of causality, measurement, prediction and verification.

Phil. 306 — *Philosophy of Religion*

3 cr. hrs.

A critical analysis of religious faith. Particular attention is given to the nature of religion, evidence supporting religious belief, and problems and challenges to religion. Prerequisite: Phil. 211.

Phil. 307 — *Ethics*

Analysis of the criteria for choosing between alternatives; the relation of means and ends; individual and social interests; conflict of interests and community of interests, jurisdiction and genesis of values, ethical relativism.

POLITICAL SCIENCE

Pol. Sci. 211 — *United States Government*

3 cr. hrs.

A study of American national government with emphasis on basic concepts, structure, powers, procedures and problems.

Pol. Sci. 313 — *State and Local Government*

3 cr. hrs.

A comparison of the states' structural institutions, together with an examination of the functions and problems of state, municipal, and special governmental units. Prerequisite: Pol. Sci. 211.

Pol. Sci. 314 — *Political Parties and Elections*

3 cr. hrs.

The structures and functions of political organizations, minor parties, campaign financing, theories of voting and voting behavior, and the role of pressure groups. Prerequisite: Pol. Sci. 211.

Pol. Sci. 323 — *Comparative Governments*.

3 cr. hrs.

Based primarily on the governments of the United Kingdom, France, Western Germany, and the Soviet Union, with comparison of institutions and political systems of the selected countries and the contemporary innovations of these four forms of government in non-European States. Prerequisite: Pol. Sci. 211.

Pol. Sci. 324 — *International Relations* 3 cr. hrs.

Political theory of the state, sovereignty, and government, and a detailed examination of their component parts. The sources of national power, the results of national power, in the form of disputes, conflicts, and wars, or alliances, balances of power, and settlements of intentional law in international courts. Prerequisite: Pol. Sci. 211.

Pol. Sci. 433 — *History of Political Thought* 3 cr. hrs.

Important political theorists of the past and their proposals with reference to their validity at the time, and their application and acceptance today. Liberty, authority, democracy, individualism, nationalism, and internationalism. Prerequisite: Hist. 212, 222; Pol. Sci. 211.

DEPARTMENT OF HISTORY

Hist. 211 — *History of Civilization to the 17th Century* 3 cr. hrs.

The development of western and some eastern institutions, beginning with the early civilizations of the Nile and the Tigris-Euphrates Valleys; continuing to the opening of the 18th century. Significant contributions are examined.

Hist. 212 — *History of Civilization Since the 17th Century* 3 cr. hrs.

The effect of previous development upon the modern period; continuing development of those institutions and cultures through examination of the commercial; industrial and agricultural revolutions, political evolution, and social and intellectual changes.

Hist. 221 — *History of the United States and Pennsylvania to 1865* 3 cr. hrs.

A chronological study of the United States covering the period from the Discovery of America through the Civil War. Social, economic, political, and cultural history, and the same aspects of Pennsylvania.

Hist. 222 — *History of the United States and Pennsylvania Since 1865* 3 cr. hrs.

Political, social, and economic developments of the United States from the Civil War to the present. Similar developments in Pennsylvania history treated concurrently.

Hist. 223 — *Economic History of the United States and Pa.* 3 cr. hrs.

Begins with the European background for colonial expansion and continues to the present. The growth of American economic institutions.

Hist 231 — *History of Europe from Renaissance to 1815* 3 cr. hrs.

The political, social, economic and cultural development of Europe from 1300 to 1815. The Renaissance and Reformation, the appearance of modern economic institutions, such as capitalism, and the emergence of national states in western and eastern Europe. The subsequent advancement or decline of these is examined.

Hist. 232 — *History of Europe Since 1815* 3 cr. hrs.

The rise of nationalism, the evolution of liberalism and the new imperialism in conjunction with other significant economic, cultural, political and social developments. The great conflicts of the twentieth century and the rise of the ideologies.

Hist. 244 — *History of Russia* 3 cr. hrs.

The pre-Kievan period to the present. The Kievan State, the rise of Muscovy, and the creation of the empire under Peter the Great and Catherine II, the revolutionary movement, the revolutions of 1905 and 1917, the N. E. P., the five year plans, the U.S.S.R. in World War II, and the subsequent development of Soviet Power.

Hist. 253 — *History of Latin America* 3 cr. hrs.

The contributions of Indian culture, explorations of the conquistadores, Iberian colonial institutions, the struggle for independence, and the formation and growth of the twenty states.

Hist. 323 — *History of Colonial America* 3 cr. hrs.

Discovery and exploration of the new world and the settlement and development of Dutch, English, French, Spanish and Swedish Colonies. The rise of divergent interests and the struggle for empire between France and England. Colonial influence on the early culture and institutions of the United States and upon subsequent developments. Prerequisite: Hist. 222.

Hist. 325 — *Social and Cultural History of the United States* 3 cr. hrs.

Aspects of American life, such as religion, education, social structure and institutions, cultural and intellectual achievements. Emphasis upon the many factors and forces which molded and modified that society and culture. Prerequisite: Hist. 222.

Hist. 326 — *Diplomatic History of the United States* 3 cr. hrs.

The methods by which our diplomats and statesmen achieved or failed to achieve success in our various foreign relations involving many countries, and the determining factors at the time at home and abroad. Emphasis given to the machinery of diplomacy. Prerequisite Hist. 222.

Hist. 327 — *Twentieth Century United States History* 3 cr. hrs.

Recent United States history both in the light of the emergence of the United States to the status of a great World Power and in the context of the political, economic, and social forces at work internally. Prerequisite: Hist. 222.

Hist. 333 — *Social and Cultural History of Modern Europe* 3 cr. hrs.

The major social and cultural developments within European civilization since 1500. Cultural developments, general trends, such as Romanticism and Realism, and an examination of the fine arts, literature and philosophy. Prere-Prerequisite: Hist. 232.

Hist. 253 — *History of Latin America* 3 cr. hrs.

The past thought and culture of Ancient Far Eastern peoples as they help to explain the present, with emphasis on the more recent history of the area. The impact of the West upon major political, social, economic and intellectual problems and developments in the Far East.

Hist. 344 — *Twentieth Century World History* 3 cr. hrs.

The breakdown of European policy and the growth of new economic and political doctrines — Fascism, Communism and Nazism. War becomes the means of settling disputes and freedom tends to be replaced in men's minds by their desire for security. Prerequisites: Hist. 222 and Hist. 232.

Hist. 345 — *History of England* 3 cr. hrs.

British development from prehistoric times to the present. Includes the commercial, agricultural and industrial revolutions, the struggle between Monarch and Parliament, religious changes and the creation of the Empire. Prerequisite: Hist. 232.

Hist. 353 — *Latin America and the United States* 3 cr. hrs.

The diplomatic, economic, social, and cultural relations between the Latin American nations and the United States from colonial times to the present, with emphasis on the Monroe Doctrine, western hemispheric relations since 1900, and the Organization of American States.

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Hist. 423 — *Problems in United States History* 3 cr. hrs.

The persistent and recurring problems of the United States are examined in terms of analysis of the problems, previously suggested solutions, and the forces that have created the problems. Prerequisite: Hist. 222.

Hist. 433 — *History of the Renaissance and Reformation* 3 cr. hrs.

The transition from the medieval to the Modern Age. The new forms of urban social and economic life, humanism and achievements in the fine arts, exploration, progress in science and invention, and the nature of the new national states of Europe.

Hist. 443 — *Selected Contemporary Cultures* 3 cr. hrs.

Contemporary developments in selected cultural areas of the world to promote better world understanding. Current problems, achievements and failures of people and social orders in the fields of art, religion, philosophy, politics, literature, music, customs, education and social relations.

DEPARTMENT OF GEOGRAPHY

Geog. 101 — *World Geography* 3 cr. hrs.

Patterns of the natural environment throughout the world such as climate, soil, and vegetation, and man's adjustment to them, with special emphasis placed upon man's economic and cultural responses.

Geog. 121 — *Economic Geography* 3 cr. hrs.

The economic regions of the world together with their relationship to current world economic problems.

Geog. 223 — *Geography of the United States and Pennsylvania* 3 cr. hrs.

Pennsylvania and its relationships to the nation, the physical setting, present inhabitants, occupations, resources, present use of resources, and future outlook.

Geog. 224 — *Geographic Influences in American History* 3 cr. hrs.

The relationship between the historical movements in the United States and the natural environment as a stage on which the action is portrayed. Prerequisite: Hist. 222.

Geog. 223 — *Geography of Europe* 3 cr. hrs.

Europe's physical characteristics, topography, transportation systems, resources, population, and trade.

Geog. 243 — *Geography of Asia* 3 cr. hrs.

The physical characteristics of Asia and its social, cultural, and economic aspects.

Geog. 244 — *Geography of Latin America* 3 cr. hrs.

A regional study of South America, Central America and the islands of the Caribbean Sea. The human and physical factors of the geographic environment.

Geog. 245 — *Geography of Africa* 3 cr. hrs.

The physical geographic elements (climate, soils, natural vegetation, minerals, physiography and water) as they relate to agriculture, grazing, mining, manufacturing, transportation, communication, and political boundaries for all of Africa.

Geog. 246 — *Geography of the Soviet Realm* 3 cr. hrs.

The physical and human geography of the Soviet Union is studied along with some emphasis upon the relationship between that country and the so-called "satellite" nations.

Geog. 247 — *Geography of the Pacific Realm* 3 cr. hrs.

The physical and cultural geography of Australia, New Zealand, the Philippines, Hawaiian Islands, Micronesia, Melanesia, and Polynesia is studied.

Geog. 323 — *Political Geography* 3 cr. hrs.

This course includes an analysis of the factors — physical, human, and economic — which influence the changing pattern of the political map of the world.

Geog. 353 — *Physiography* 3 cr. hrs.

The study of the dynamic, tectonic, and graduational forces, which, in conjunction with climatic and biologic forces, have shaped the earth into its present form and are constantly refashioning and modifying it.

Geog. 354 — *Climatology* 3 cr. hrs.

Climate, (temperature, moisture, pressure and winds, air masses and storms) and the distribution of varied climates over the earth.

Geog. 355 — *Cartography* 3 cr. hrs.

The use, construction, and interpretation of maps, models, globes, charts, and geographic diagrams are presented.

Geog. 356 — *Meteorology*

3 cr. hrs.

A study of the atmosphere and the laws and underlying principles of atmospheric changes.

Geog. 357 — *Physical Geology*

3 cr. hrs.

The landscape in relation to the structure of the earth's crust. The agencies continually at work changing the earth's forms, the classification and interpretation of rocks, and the evolution of life.

Geog. 358 — *Conservation of Natural Resources*

3 cr. hrs.

The extreme importance to our economy and to our very lives of this nation's vital resources. Conservation of soils, forests, grasslands, waters, minerals, the air, and human resources.

Geog. 361 — *Historical Geology*

3 cr. hrs.

Cromology of earth history as interpreted from rocks and fossils. Maps slides, specimens, films, field trips, and correlative reading supplement lectures. Prerequisite: General Biology 103-104 or Geog. 357 — Physical Geology.

Geog. 451 — *Field Techniques in Earth and Space Science*

3 cr. hrs.

Intensive field training in the use of equipment and techniques in the areas of geology, astronomy, meteorology, and cartography. Each area is offered in successive years under the guidance of the instructor normally responsible for that area. Permission of the instructor required to enroll.

Geog. 453 — *Astronomy*

3 cr. hrs.

The solar system, its physical characteristics and motions, the interesting phenomena of our galactic systems, and those of extra-galactic space, together with the study of constellations.

Going for the pin



DIVISION OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College as one of the institutions in which secondary business teachers of the Commonwealth may be educated. The primary purpose of the program of the Division of Business Education is to prepare teachers for the junior and senior high schools of Pennsylvania.

Upon completion of the Business Education Curriculum, the Bachelor of Science Degree is conferred and application may be made to the State Department of Public Instruction for a teaching certificate. The courses included in the curriculum qualify graduates to secure certification to teach business subjects in any junior or senior high school in Pennsylvania.

ENTRANCE REQUIREMENTS

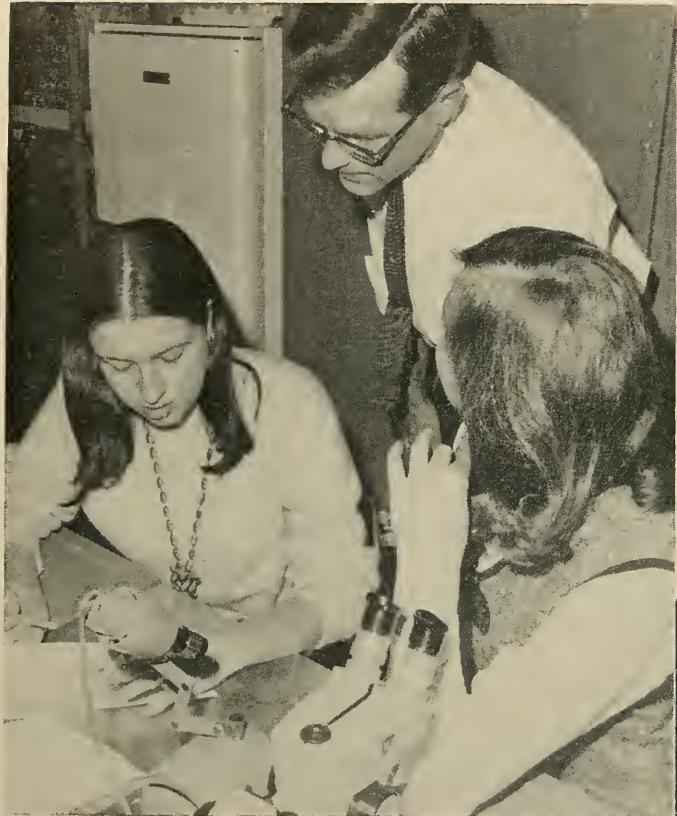
The Business Education Curriculum has proved so popular since it was first introduced in 1930 that only a limited number of selected students are admitted. All prospective students who plan to select this curriculum should apply to the Director of Admissions early in the year preceding the year in which they expect to enroll in the college. Only those high school students whose records indicate the ability to complete the curriculum satisfactorily are accepted. *This does not mean that students applying for admission must have had business courses in high school or business college. Many students who have had no previous business training complete successfully the Business Education Curriculum.*

As this curriculum is of college grade, advanced standing is not granted for work completed in secondary schools, business colleges, or non-accredited business schools.

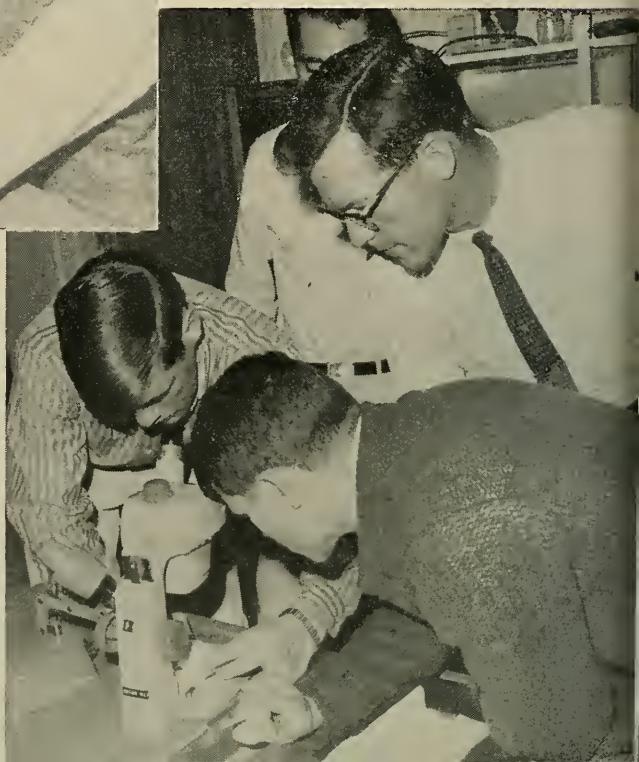
ADVANCED STANDING

Applicants for admission to the Business Education Curriculum who have earned credit at other colleges or universities should submit a transcript of this credit when applying for admission. Advanced standing will be granted for courses completed at other institutions of college grade when, in the judgment of the Dean of Instruction, such courses are equivalent to subjects prescribed in the Business Education Curriculum.

If a tentative evaluation of courses completed at other colleges or universities is desired, a transcript showing the names of the courses, the grades, and the credit hours earned should be sent to the Director of the Division of Business Education. A tentative evaluation can be requested prior to making application for admission to the college.



←
"Perhaps you can tell me?"



→
"I told you it was there."

REGULATIONS GOVERNING CERTIFICATION OF BUSINESS TEACHERS

(Effective October 1, 1963)

The following regulations governing the issuance of certificates for the teaching of business subjects in the secondary schools of Pennsylvania have been approved by the State Board of Education to become effective October 1, 1963:

I. Provisional College Certificate — Issued to persons who have met the basic requirements for the issuance of the Provisional College Certificate and who have met the following specific requirements:

A. Completion of thirty-six credit hours in business education including twelve credit hours distributed in at least four of the following subjects: bookkeeping, business law, business organization and management, economics, office practice (required), and principles of selling, and

B. Completion of the requirements of two or more of the following:

Bookkeeping	12 credit hours
Retail Selling	9 credit hours
Shorthand	9 credit hours
Typewriting	6 credit hours

II. Permanent College Certificate — The Provisional College Certificate will be made permanent on evidence of three years of successful teaching on the Provisional College Certificate in the public schools of Pennsylvania and the satisfactory completion of 24 credit hours (effective October 1, 1963) of post baccalaureate study subsequent to the granting of the Bachelor's Degree. Students should be aware that the State Board of Education may in the future increase the number of credit hours of post baccalaureate study required for the issuance of a Permanent College Certificate.

PLACEMENT OF GRADUATES

Graduates of the Division of Business Education are given assistance by the college in securing teaching positions. This assistance is provided with-

out charge by the Placement Service which maintains contacts at all times. The faculty of the Division of Business Education also have a special interest in securing desirable positions for graduates and provide assistance whenever possible. The Placement Service of the college is also available without charge to any alumnus of the Division of Business Education who desires to secure a new position.

EQUIPMENT AND FACILITIES

The faculty of the Division of Business Education recognizes that business skills cannot be learned wholly from textbooks but must be acquired through practice in the use of machines and equipment found in the modern office. Business students are provided the opportunity to acquire skills in the operation of up-to-date office machines and equipment by having available for their use the most modern adding, calculating, bookkeeping, duplicating, dictating, and transcribing machines possible as well as manual and electric typewriters.

The new building which houses the Division of Business Education was specifically designed to accommodate the needs of a growing business education program. In developing the plans for the construction of Sutliff Hall, careful consideration was given to changes which are occurring and which will probably occur in the automated business office and the effect these changes will have on preparation programs for business teachers. The opportunity to attend classes in a building specifically designed for a modern business education program permits students to gain experience that will be valuable to them in suggesting facilities for equipping a business education department in the secondary school.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

The student completing the Business Education Curriculum has an opportunity to spend one year in office and secretarial practice courses. During one semester each student acts as a business worker in a campus office where he is held responsible for the same vocational efficiency as the regularly employed office workers. This experience is supplemented by class instruction in the following office skills and business knowledges: alphabetical, geographical, and numerical filing; dictation and transcription at high rates

of speed; stencil preparation, including the use of the mimeoscope and the operation of the multilith, varityper, and mimeograph; preparation of master sheets and operation of liquid process duplicating machines; operation of dictating and transcribing machines; operation of adding, calculating, and book-keeping machines; and the preparation and use of business papers. The student is also given an opportunity to visit the College Data Processing Center for observation and practice.



THE FOUR-YEAR CURRICULUMS IN BUSINESS EDUCATION

The Business Education curriculum authorized by the State Board of Education prepares students for certification to supervise or teach business subjects.

Unsatisfactory completion of the basic year of the curriculum students must choose one of the sequences (General, Secretarial, or Accounting) shown on the following pages. STUDENTS NEED NOT HAVE HAD BUSINESS TRAINING IN HIGH SCHOOL to complete the business sequences.

For administrative reasons the sequence of courses in subject to change. The first number after each course refers to clock hours, while the second indicates the number of credit hours.

FIRST YEAR (All Sequences)					
FIRST SEMESTER		SECOND SEMESTER			
		Hours	Hours		
CL	CR	CL	CR		
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Moth. 101—Fundamentals of Mathematics	3	3	Phys. 101—Basic Physical Science	4	3
Geog. 101—World Geography	3	3	Art 101—Introduction to Art	3	3
Sp. 101—Fundamentals of Speech	2	2	Health 101—Principles of Hygiene	2	2
Ed. 101—Introduction to Education	3	3	P. E. 102—Aquatics	2	1
P. E. 101—Physical Fitness Education	2	1	Bus. Ed. 101—Introduction to Business Organization and Finance	3	3
		<u>16</u>	<u>15</u>		
				<u>21</u>	<u>18</u>

GENERAL SEQUENCE

Second Year					
CL	CR	CL	CR		
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Recreational P. E.	2	1	Hist. 223—Economic History of the U. S. and Pa.	3	3
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2
Bus. Ed. 211—Elementary Shorthand	4	3	Bus. Ed. 212—Elementary Shorthand	4	3
Bus. Ed. 222—Principles of Accounting	4	3	Bus. Ed. 321—Intermediate Accounting	3	3
		<u>23</u>	<u>16</u>		
				<u>20</u>	<u>17</u>

Third Year

CL	CR	CL	CR		
Psy 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 361—Problem of Business Education in the Secondary School	3	3
Bus. Ed. 322—Intermediate Accounting	3	3	Bus. Ed. 334—Advanced Mathematics (Business Mathematics)	3	3
Bus. Ed. 331—Business Law	3	3	Mus. 101—Intro. to Music	3	3
		<u>—</u>	<u>—</u>		
		<u>20</u>	<u>17</u>		
				<u>18</u>	<u>18</u>

Fourth Year

FIRST SEMESTER

SECOND SEMESTER

	Hours	CL	CR		Hours	CL	CR
Sp. 301—Advanced Speech	2	2		Bus. Ed. 402—Student Teaching in			
Econ. 423—History of Economic Thought	3	3		Business Subjects in the Secondary School	30	12	
Pol. Sci. 211—United States Government	3	3		Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2	
Ed. 301—Audio-Visual Education	3	2					
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3					
Bus. Ed. 401—Clerical Practice and Office Machines	5	3					
	19	16					
					32	14	

ACCOUNTING SEQUENCE

Second Year

	CL	CR		CL	CR	
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3	
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern Civilization	3	3	
P. E. 201—Recreational P.E.	2	1	Hist. 223—Economic History of the U.S. and Pa.	3	3	
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2	
Bus. Ed. 222—Principles of Accounting	4	3	Bus. Ed. 321—Intermediate Accounting	3	3	
Business Education Elective	3	3	Business Education Elective	3	3	
	—	—		—	—	
	22	16		19	17	

Third Year

	CL	CR		CL	CR	
Psy 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3	
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3	
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 332—Business Law	3	3	
Bus. Ed. 322—Intermediate Accounting	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3	
Bus. Ed. 331—Business Law	3	3	Accounting Elective	3	3	
Bus. Ed. 334—Advanced Mathematics (Business Mathematics)	3	3	Mus. 101—Intro. to Music	3	3	
	—	—		—	—	
	19	17		18	18	

Fourth Year

	CL	CR		CL	CR	
Sp. 301—Advanced Speech	2	2	Bus. Ed.—402—Student Teaching in Business Subjects in the Secondary School	30	12	
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2	
Pol. Sci. 211—United States Government	3	3				
Ed. 301—Audio-Visual Education	3	2				
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3				
Bus. Ed. 401—Clerical Practice and Office Machines	5	3				
	—	—				
	19	16		32	14	

SECRETARIAL SEQUENCE

Second Year

FIRST SEMESTER

	Hours		Hours		
	CL	CR	CL	CR	
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Biol. 103—General Biology	6	4	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Recreational P. E.	2	1	Hist. 223—Economic History of U. S. and Pa.	3	3
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2
Bus. Ed. 211—Elementary Shorthand	4	3	Bus. Ed. 212—Elementary Shorthand	4	3
Business Education Elective	3	3	Bus. Ed. 333—Business Correspondence and Reports	3	3
	<u>22</u>	<u>16</u>		<u>20</u>	<u>17</u>

Third Year

	CL	CR	CL	CR	
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 312—Secretarial Practice	5	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 331—Business Law	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3
Bus. Ed. 334—Advanced Mathematics (Business Mathematics)	3	3	Mus. 101—Intro. to Music	3	3
	<u>20</u>	<u>17</u>		<u>20</u>	<u>18</u>

Fourth Year

	CL	CR	CL	CR	
Sp. 301—Advanced Speech	2	2	Bus. Ed.—402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3			
Ed. 301—Audio-Visual Education	3	2			
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	<u>19</u>	<u>16</u>		<u>32</u>	<u>14</u>



New Men's Dormitory
(to replace Old North Hall)

COURSE DESCRIPTION
DIVISION OF BUSINESS EDUCATION

Bus. Ed. 101 — *Introduction to Business Organization and Finance* 3 cr. hrs.

Business activity with attention to types of business organization, managerial controls utilized in business and financing of business enterprises.

Bus. Ed. 301 — *Elementary Typewriting* 2 cr. hrs.

Presentation and mastery of the keyboard and operating parts of the typewriter; stroking techniques and control emphasized; instruction in preparing business letters, manuscripts, carbon copies, envelopes, business forms, and cards; teaching techniques.

Bus. Ed. 202 — *Elementary Typewriting* 2 cr. hrs.

Production techniques; typing letters, envelopes, and cards; multiple carbon work, preparation of manuscripts, tabulation, and legal forms; preparation of stencils and liquid process masters; teaching techniques. Prerequisite: Bus. Ed. 201 Elementary Typewriting.

Bus. Ed. 211 — *Elementary Shorthand* 3 cr. hrs.

Beginning course in Gregg Shorthand Simplified in which theory is presented with dictation woven into an integrated course; fluent reading and writing of familiar and unfamiliar material.

Bus. Ed. 212 — *Elementary Shorthand* 3 cr. hrs.

Development of ability to read shorthand notes; fluency of writing and correctness of outlines stressed; dictation and transcription teaching methods and techniques. Prerequisite: Bus. Ed. 211 Elementary Shorthand.

Bus. Ed. 221 — *Principles of Accounting* 3 cr. hrs.

Development of the accounting cycle covering both service and merchandising activities of a sole proprietorship; consideration of special journals and special ledgers, accrued and deferred items, and business papers.

Bus. Ed. 222 — *Principles of Accounting* 3 cr. hrs.

Further development of the accounting cycle; recording, summarizing, and interpreting financial data for partnerships and corporations; development of an understanding of the voucher system. Prerequisite: Bus. Ed. 221 Principles of Accounting.

Bus. Ed. 241 — *Salesmanship*3 *cr. hrs.*

Fundamental principles underlying the sales process; consideration of the salesman in relation to his firm, his goods and his customers; a study of the approach, demonstration, and close of individual sales transactions.

Bus. Ed. 301 — *Advanced Typewriting*2 *cr. hrs.*

Advanced application of typewriting skills. Accuracy, speed, and job techniques; spelling, grammar, and principles of teaching stressed. Co-ordinated with Advanced Shorthand for those students seeking certification in Shorthand. Prerequisite: Bus Ed. 202 (Elementary Typewriting).

Bus. Ed. 311 — *Advanced Shorthand*3 *cr. hrs.*

Practice in dictation and transcription of shorthand, with speed and accuracy stressed; grammar, shorthand penmanship, and principles of teaching of shorthand. Prerequisite: Bus. Ed. 212 (Elementary Shorthand).

Bus. Ed. 312 — *Secretarial Practice*3 *cr. hrs.*

Stenographic and secretarial activities; dictation of type of correspondence; study of problems and procedures encountered in business offices; consideration of office etiquette; supervised secretarial work in school offices. Prerequisite: Bus. Ed. 311.

Bus. Ed. 321 — *Intermediate Accounting*3 *cr. hrs.*

Preparation and interpretation of principal accounting statements; theoretical discussion of the standards of good accounting practice, with emphasis on current items. Prerequisite: Bus. Ed. 222 (Principles of Accounting).

Bus. Ed. 322 — *Intermediate Accounting*3 *cr. hrs.*

Further discussion of the standards of good accounting practice with emphasis on non-current items; solution and discussion and various contemporary accounting problems; detailed analysis of major financial statements of business organizations. Prerequisite: Bus. Ed. 321.

Bus. Ed. 331 — *Business Law*3 *cr. hrs.*

Legal rights and liabilities; fundamental principles of law applicable to business transactions with specific consideration of law as it pertains to contracts, bailments, personal and real property, and sales; sources of law and the judicial system.

Bus. Ed. 332 — *Business Law*

3 cr. hrs.

Fundamental principles of law as they pertain to guaranty and surety contracts, insurance, principal and agency relationships, employer-employee relationships, bankruptcy proceedings, estates and trusts, and various forms of business organizations. Prerequisite: Bus. Ed. 331 (Business Law).

Bus. Ed. 333 — *Business Correspondence and Reports*

3 cr. hrs.

Review of essentials of grammar; study of the vocabulary of business; preparation of business forms; writing business letters of various types; preparation of personal data sheets; organization and preparation of business reports. Prerequisite: Bus. Ed. 202 (Elementary Typewriting).

Bus. Ed. 334 — *Advanced Mathematics (Business Mathematics)*

3 cr. hrs.

Basic concepts and principles related to fundamental business operations. Credit, insurance, taxes, selling and finance, investments, the interpretation of statistical data; methods of teaching business arithmetic in the secondary school.

Bus. Ed. 341 — *Principles of Retailing*

3 cr. hrs.

A study of the principles of successful retailing. The course covers the scope of retailing, the dynamic changes currently under way, the retail store, retail organization, buying, selling, receiving, pricing, inventories, location and policy.

Bus. Ed. 351 — *Teaching of Business Subjects in the Secondary School*

3 cr. hrs.

Psychological foundations of teaching; methods of teaching shorthand, typewriting, bookkeeping, and basic business subjects; basic skill building procedures; demonstration teaching; lesson planning.

Bus. Ed. 361 — *Problems of Business Education in the Secondary School*

3 cr. hrs.

The objectives of secondary business education; guidance, placement, follow-up; administration of the business department; physical layout, equipment, supplies, selection of textbooks; curriculum and its development; tests and measurements; current trends in business education.

Bus. Ed. 401 — *Clerical Practice and Office Machines* 3 cr. hrs.

Office dictating and transcribing machines, key-driven and rotary calculators, printing calculators, adding-listing machines, and automated office practices; filing systems, business papers, and office procedure; teaching techniques in the secondary school. Prerequisite: Bus. Ed. 202.

Bus. Ed. 402 — *Student Teaching in Business Subjects in the Secondary School* 12 cr. hrs.

Supervised educational activities in the secondary school. Students observe and teach in actual classroom situations through the cooperation of business departments in various student teaching centers of the College.

Bus. Ed. 411 — *Professional Practicum (including School Law) in Business Education* 2 cr. hrs.

Operated concurrently with Student Teaching in Business Subjects in the Secondary School and deals with orientation to Student Teaching, planning, professional growth in service, placement, school laws, classroom management.

Bus. Ed. 421 — *Cost Accounting* 3 cr. hrs.

The elementary of production costs using the job order system, the process cost system, and the standard cost system; development of the ability to interpret the meaning of cost data. Prerequisite: Bus. Ed. 222.

Bus. Ed. 422 — *Auditing Theory and Procedure* 3 cr. hrs.

Principles, standards, procedures and techniques applicable to internal and public auditing; consideration of the audit report and development of working papers for preparation of the report. Prerequisite: Bus. Ed. 222.

Bus. Ed. 423 — *Federal Tax Accounting* 3 cr. hrs.

Procedures in accounting as dictated by Federal tax laws; study of laws governing the preparation of Federal Income Tax returns for individuals and small business. Prerequisite: Bus. Ed. 222.

Bus. Ed. 431 — *Office Management* 3 cr. hrs.

A study of the principles of management as they apply to the office with consideration given to organizational principles, office layout, equipment, personnel relations, standards of production, wage scales, procedures, and budgeting.

Bus. Ed. 441 — *Principles of Marketing*

3 cr. hrs.

An analysis of the structure and functions of marketing; the position of the consumer, producer, and middleman in the marketing process.

Bus. Ed. 450 — *Introduction to Data Processing*

3 sem. hrs.

An introduction and basic orientation to the field of business data processing. Content to include information on the history and applications of equipment used in data processing, how the equipment works, and an understanding of data systems and procedures. The machines that will be used in this course are the keypunch, interpreter, collator, sorter, reproducing punch, and computer.

Bus. Ed. 451 — *Introduction to Computers and Programming* 3 sem. hrs.

An introduction to computer training and programming for the computer. The various methods of programming will be included in this course. Students will be required to write, assemble, and test actual programs in the computer.

Courses in economics available to business students.

Econ. 211 — *Principles of Economics*

3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 212 — *Principles of Economics*

3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 313 — *Industrial Relations*

3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 413 — *Money and Banking*

3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 423 — *History of Economic Thought*

3 cr. hrs.

(See Department of Social Sciences for course description)

DIVISION OF SPECIAL EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College, Bloomsburg, Pennsylvania, as one of its colleges in which students of the Commonwealth may be educated as teachers of the speech and hearing handicapped, and as teachers in special classes for the mentally retarded. The Bachelor of Science in Education degree is conferred on students who satisfactorily complete the approved special education sequences.

Graduates are fully certified by the Department of Public Instruction to supervise or teach pupils in special classes in the elementary and intermediate grades and in high schools of Pennsylvania.

ADMISSION REQUIREMENTS

All individuals planning to enroll as Freshmen should make their reservations immediately. The number of students presently enrolled in this curriculum limit the number that can be accepted. High school graduates, whose records indicate ability, personality traits, and health necessary to complete satisfactorily the curriculum requirements, are eligible.

Prospective students are urged to visit the College and discuss their proposed areas of study with the Director of Special Education and members of the faculty of the Division, and with the Dean of Instruction.

ADVANCED STANDING

Applicants who previously have earned credits in other institutions should submit a transcript of such credits before they enroll. If they desire an evaluation of their transcript they should forward it, indicating the name of the course, the grade, and the credit hours to the Dean of Instruction. Advanced standing will be granted when such courses are judged to be equivalent to courses prescribed in the special education curriculum.

TEACHER PLACEMENT

Graduates of the College are placed without charge through cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of the College. The Division of Special Education also is actively interested in securing employment for its graduates. Teachers-in-service enrolled in the special education curriculum may avail themselves of the placement service, if they wish to obtain employment in other districts.

EQUIPMENT

Special education skills require up-to-date equipment to complement knowledge acquired from texts. The Division of Special Education is well equipped with clinical and classroom aids.

The speech and hearing suite in the Special Education Center located in Navy Hall is equipped with pure-tone and speech audiometers, Bekesy audiometry, psycho-galvanometry, speech sonograph equipment, single and dual track tape recorders, disc-record cutting machines, phonographs, auditory train-ear units, desk and individual model hearing aids, language master, and library of speech correction materials and texts.

Instructional aids in the psychological clinic in the Special Education Center consist of telebinocular tests, personality, aptitude and achievement inventories for all ages, individual and group verbal and performance scales of intelligence, and individual and group test booklets.

The Reading Center in Navy Hall is equipped with a Leavell Eye-Hand Coordinator, a tachistoscope and graded slides, Keystone Telebinocular, film-strip projector, phonograph, children's records, SRA Reading Laboratory, two reading accelerators, collection of primary and intermediate texts for children, collection of mimeographed reading materials, and primer typewriter.

CLINICAL PRACTICE, SPECIAL CLASS EXPERIENCE, AND STUDENT TEACHING

Students enrolled in special education curriculums have the opportunity of participating in carefully supervised and graded special class work in special class and in clinical experience at the Speech and Hearing Clinic of the College. After completion of course work and clinical practice on campus, students participate in student teaching programs in area public schools. Institutions and public schools participating in the program include Selinsgrove State School and Hospital, Geisinger Medical Center, Bloomsburg Public Schools, Lycoming County Public Schools, Schuylkill County Public Schools, Montgomery County Public Schools, and the Williamsport School District.

CERTIFICATION

COLLEGE CERTIFICATES IN SPECIAL EDUCATION FOR THE MENTALLY RETARDED AND IN SPEECH CORRECTION

I. BASIC REGULATIONS

- A. Graduation
- B. Citizenship, Character, etc.
- C. General Education (60 credit hours)
- D. Professional Education (18 credit hours)

II. COMPREHENSIVE COLLEGE CERTIFICATES IN ELEMENTARY OR SECONDARY EDUCATION AND AN AREA IN SPECIAL EDUCATION — 48 credit hours.

A. *Provisional*

The institution shall certify that the candidate has carefully completed a coordinated and integrated program of professional preparation of not less than 48 credit hours covering specific areas of elementary or secondary education and a specific area of special education.

B. *Permanent*

Permanent certification now requires the completion of 24 semester hours of approved course work, half of which must be in academic subject matter and the balance in areas of general education, professional education, or specialized education.

III. EXTENSION OF CERTIFICATES — SPECIAL EDUCATION FOR THE MENTALLY RETARDED

A. *Provisional*

A certificate valid for teaching in the elementary or secondary school may be extended as follows:

Minimum of six (6) credit hours of courses in psychology of exceptional children, six (6) credit hours of specialized preparation

in curriculum and methodology for handicapped children, including arts and crafts, music, and audio-visual aids.

Student teaching experience and observation in classes for mentally retarded children and clinical observation should be a part of the student teaching requirement. Teachers fully certificated in elementary education in which student teaching has been required may fulfill this requirement with one year of teaching experience in classes for the mentally retarded.

A certificate valid for teaching in the secondary schools may be extended for teaching exceptional children as follows:

Six (6) credit hours of courses in the area of psychology of exceptional children, a basic course in the teaching of reading, a basic course in the teaching of arithmetic, and six (6) additional credit hours of psychology in curriculum and methodology for the mentally retarded including arts and crafts, music, and audio-visual aids. Teachers fully certificated in secondary education in which student teaching has been required may fulfill this requirement with one year of teaching experience in classes for the mentally retarded.

B. *Permanent*

Certificates that have been extended to include special education may be made permanent upon the completion of twenty-four (24) credit hours in methodology, curriculum and materials of instruction, and three (3) years of satisfactory teaching experience. Half of the twenty-four hours must be in academic subject matter, and the balance in areas of general education, professional education, or specialized education.

IV. EXTENSION OF CERTIFICATES — SPEECH CORRECTION

A. *Provisional*

A certificate valid for teaching in the elementary or secondary school may be extended as follows:

Minimum of eighteen (18) credit hours of Speech Correction with not less than six (6) credit hours in the area of psychology or education of exceptional children, six (6) credit hours in the area of the principles and practice of Speech Correction and six (6) credit hours of electives related to Speech Correction.

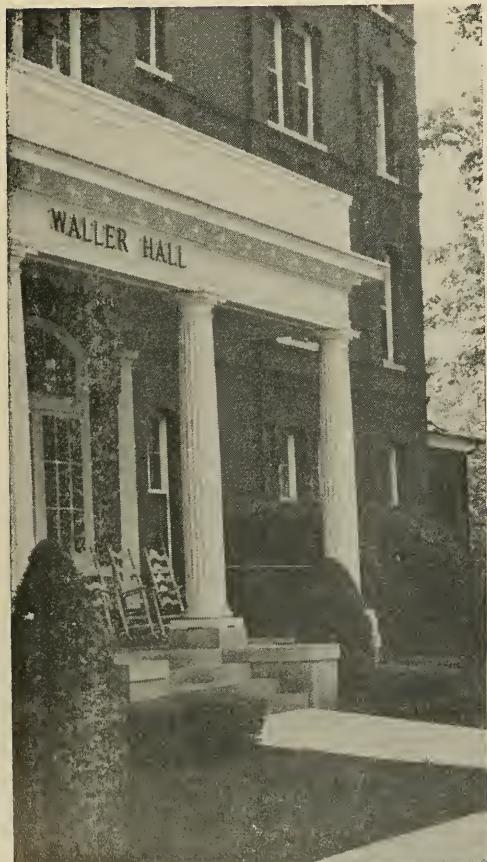
B. *Permanent*

Certificates that have been extended to include Speech Correctionist may be made permanent upon the completion of twenty-four (24) credit hours in courses related to this field of study, and to general education, and professional education.

V. **SCOPE OF CERTIFICATES**

The following certificates are valid for teaching the specific area of preparation in special education at the elementary or secondary level:

- A. Comprehensive College Certificate in elementary or secondary education and an area in special education.
- B. A valid elementary or secondary certificate extended to include an area in special education.



←
Waller Hall Portico



→
Science Hall

**CURRICULUM FOR TEACHERS OF CLASSES FOR THE
MENTALLY RETARDED**

(Subject to change for administrative reasons)

FIRST SEMESTER

	Hours	CL	CR
Eng. 101—English Composition	3	3	
Speech 101—Fundamentals of Speech	2	2	
Biol. 101—General Biology	4	3	
Geog. 101—World Geography	3	3	
Ed. 101—Introduction to Education	3	3	
Mus. 101—Introduction to Music	3	2	
	<hr/> 18	<hr/> 16	

SECOND SEMESTER

	Hours	CL	CR
Eng. 102—English Composition	3	3	
Math. 101—Fundamentals of Mathematics	3	3	
Art 101—Introduction to Art	3	2	
Spec. Ed. 201—Education of Exceptional Children	3	3	
Sp. Corr. 151—Speech Problems	3	3	
Health 101—Principles of Hygiene	2	2	
P. E. 101—Physical Education	2	1	
	<hr/> 19	<hr/> 17	

THIRD SEMESTER

Eng. 207—Survey of World Literature	3	3	
Hist. 211—History of Civilization to the 17th Century	3	3	
Phys. 101—Basic Physical Science	4	3	
Psy. 201—General Psychology	3	3	
Spec. Ed. 303—Crafts for Primary and Intermediate Levels of Mental Retardation	6	3	
P. E. 102—Physical Education	2	1	
	<hr/> 21	<hr/> 16	

FOURTH SEMESTER

Eng. 208—Survey of World Literature	3	3	
Geog. 223—Geography of U.S. and Pa.	3	3	
Mus. 201—Methods and Materials in Elementary Music	3	3	
Ed. 301—Audio-Visual Education	3	2	
Hist. 221—History of U.S. and Pa. to 1865	3	3	
Psy. 311—Child Growth and Development	3	3	
P. E. 201—Physical Education	2	1	
	<hr/> 20	<hr/> 18	

FIFTH SEMESTER

Psy. 411—Adolescent Psychology	3	3	
Psy. 301—Educational Psychology	3	3	
Ed. 371—Teaching of Reading in the Elementary Grades	3	3	
Spec. Ed. 304—Crafts for Older Youth Levels of Mental Retardation	3	3	
Spec. Ed. 351—Special Class Methods for Primary and Intermediate Levels of Mental Retardation	3	3	
	<hr/> 15	<hr/> 15	

SIXTH SEMESTER

Eng. 309—Children's Literature	3	3	
Sp. Ed. 321—Group Psychological Tests	3	3	
Pol. Sci. 211—United States Government	3	3	
Spec. Ed. 352—Special Class Methods for Older Youth Levels of Mental Retardation	3	3	
Psy. 331—Mental Hygiene	3	3	
P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3	
	<hr/> 19	<hr/> 18	

SEVENTH SEMESTER

Phil. 211—Introduction to Philosophy	3	3	
Spec. Ed. 361—Problems in Special Education	3	3	
Spec. Ed. 322—Individual Mental Tests	3	3	
Speech 301—Advanced Speech	2	2	
Ed. 381—Seminar in Methods and Organization of the Elementary School	3	3	
	<hr/> 14	<hr/> 14	

EIGHTH SEMESTER

Spec. Ed. 401—Student Teaching of MENTALLY Retarded Children	30	12	
Spec. Ed. 411—Professional Practicum (including School Law)	2	2	
	<hr/> 32	<hr/> 14	

SPEECH CORRECTION CURRICULUM

(Subject to change for administrative reasons)

FIRST SEMESTER

	Hours	CL	CR	
Eng. 101—English Composition	3	3		
Speech 101—Fundamentals of Speech	2	2		
Biol. 101—General Biology	4	3		
Geog. 101—World Geography	3	3		
Ed. 101—Introduction to Education	3	3		
Mus. 101—Introduction to Music	3	2		
P. E. 101—Physical Education	2	1		
	20	17		

SECOND SEMESTER

	Hours	CL	CR	
Eng. 102—English Composition	3	3		
Math. 101—Fundamentals of Mathematics	3	3		
Art 101—Introduction to Art	3	2		
Health 101—Principles of Hygiene	2	2		
P. E. 102—Physical Education	2	1		
Sp. Corr. 151—Speech Problems	3	3		
Spec. Ed. 201—Education of Exceptional Children	3	3		
	19	17		

THIRD SEMESTER

Eng. 207—Survey of World Literature	3	3		
Hist. 211—History of Civilization to the 17th Century	3	3		
Psy. 201—General Psychology	3	3		
P. E. 201—Physical Education	2	1		
Sp. Corr. 251—Phonetics	3	3		
Sp. Corr. 276—Hearing Problems	3	3		
	17	16		

FOURTH SEMESTER

Eng. 208—Survey of World Literature	3	3		
Hist. 212—History of Civilization since the 17th Century	3	3		
Psy. 311—Child Growth and Development	3	3		
Psy. 301—Educational Psychology	3	3		
Sp. Corr. 252—Speech Pathology	3	3		
Sp. Corr. 152—Voice and Diction	3	3		
	18	18		

FIFTH SEMESTER

Eng. 401—Structure of English	3	3		
Spec. Ed. 321—Mental Tests (Group)	3	3		
Phys. 201—Basic Physical Science	4	3		
Sp. Corr. 354—Articulation Disorders in Public Schools	3	3		
Sp. Corr. 351—Clinical Methods and Practicum	6	3		
Psy. 331—Mental Hygiene	3	3		
	22	18		

SIXTH SEMESTER

Ed. 301—Audio-Visual Education	3	2		
Hist. 222—History of U.S. and Pa. since 1865	3	3		
Spec. Ed. 322—Individual Mental Tests	3	3		
Sp. Corr. 376—Auditory Training and Speech Reading	3	3		
Sp. Corr. 452—Anatomy of Speech and Hearing Mechanisms	3	3		
	15	14		

SEVENTH SEMESTER

Pol. Sci. 211—United States Government	3	3		
Sp. Corr. 352—Clinical Practicum: Speech and Hearing Disorders	6	3		
Spec. Ed. 361—Problems in Special Education	3	3		
Ed. 374—Teaching of Reading in Academic Subjects	2	2		
Phil. 211—Introduction to Philosophy	3	3		
	17	14		

EIGHTH SEMESTER

Sp. Corr. 402—Student Teaching*	30	12		
Spec. Ed. 411—Professional Practicum	2	2		
	32	14		

* Clinical Practicum in Schools and Hospitals.

Facts are teachers. Experiences are lessons. Friends are guides. Work is a master. Love is an interpreter. Teaching itself is a method of learning. Joy carries a divining rod and discovers fountains. Sorrow is an astronomer and shows us the stars.

—Henry Van Dyke

COURSE DESCRIPTIONS

DIVISION OF SPECIAL EDUCATION

SPECIAL EDUCATION

Sp. Ed. 201 — *Education of Exceptional Children* 3 cr. hrs.

The educational problems of exceptional children; the gifted, retarded, neurologically impaired, physically handicapped, and emotionally maladjusted. The history and philosophy of special education, programs for exceptional children.

Sp. Ed. 303 — *Crafts for Primary and Intermediate Levels of Mental Retardation* 3 cr. hrs.

Vital experience with craft activities that could be used in the primary and intermediate grades. Special attention is given to the possibilities crafts offer for teaching the mentally handicapped.

Sp. Ed. 304 — *Crafts for Older Youth Levels of Mental Retardation* 3 cr. hrs.

Laboratory experiences in craft activities that could be used in the secondary school and in teaching older youth who are mentally retarded.

Sp. Ed. 322 — *Individual Mental Tests* 3 cr. hrs.

The nature of intelligence is studied and methods of measuring it are considered. Various individual tests are studied for their suitability for assessment of ability of individuals with varying types of exceptionality. Theories underlying assessment techniques, and interpretations and use of reports, are explored.

Sp. Ed. 321 — *Group Psychological Tests* 3 cr. hrs.

Group tests of ability, achievement, and personality appropriate for individuals with varying types of exceptionality are introduced, and strengths and limitations for assessment are explored. Students learn to administer and score the tests and interpret results. Underlying principles of testing and statistical means of determining suitability of commercial and teacher-made tests are considered.

Sp. Ed. 351 — *Special Class Methods for Primary and Intermediate Levels of Mental Retardation* 3 cr. hrs.

A specialized course dealing with organization of instruction for trainable and educable mentally retarded. Major emphasis will be on curriculum adjustment and evaluation needed for pre-school, primary, intermediate and secondary school classes.

Sp. Ed. 352 — *Special Class Methods for Older Youth Levels of Mental Retardation* 3 cr. hrs.

A student-centered workshop approach in analysis of methods, research and philosophies currently in use in the teaching of special classes. Practice in the use of various teaching aids and machines related to student projects applicable to individual needs of children in special classes.

Sp. Ed. 361 — *Problems in Special Education* 3 cr. hrs.

Current and evolutionary trends, objectives and organization of special education classes and programs. Competence of teachers, curriculums, equipment and materials. Analysis of tests and measurements important for effective teaching programs.

Sp. Ed. 401 — *Student Teaching of Mentally Retarded Children* 12 cr. hrs.

Thirty hours per week of supervised student teaching experience under the direction of the professional staff in cooperation with local and state school divisions.

Sp. Ed. 411 — *Professional Practicum* 2 cr. hrs.

Scheduled concurrently with student teaching. Develops experience in the selection, organization, and implementation of modern instructional materials. Student teaching activities and problems are evaluated within the framework of public school laws.

Sp. Ed. 416 — *Psychology of Exceptional Children* 3 cr. hrs.

Emphasis on symptomatology, personality formation, and developmental and therapeutic consideration for the exceptional child.

Sp. Ed. 400 — *Workshop In Problems and Methods in Special Education* cr. hrs. (varies)

Investigations are made of recent developments in the education of the educable mentally retarded. The impact of these trends on methods and techniques of teaching special classes are emphasized. Topics will vary according to interest and needs of students.

SPEECH CORRECTION

Sp. Corr. 151 — *Speech Problems*

3 cr. hrs.

An introduction to speech defects commonly found among school children, and practical means for helping children with speech problems.

Sp. Corr. 152 — *Voice and Diction*

3 cr. hrs.

The mechanical aspects of speech production are studied and principles of speech therapy are illustrated in relation to the students' own performance in terms of voice quality, pitch, articulation and time elements. Ear-training and self-improvement of prospective clinicians or teachers are emphasized.

Sp. Corr. 251 — *Phonetics*

3 cr. hrs.

The International Phonetic Alphabet is used as a basis for study of the sounds of speech. Students develop competence in reading and transcription of symbols, with a view to practical application in recording defective sounds during articulation testing. Prerequisite: Sp. Corr. 152.

Sp. Corr. 252 — *Speech Pathology*

3 cr. hrs.

Causes, symptoms, nature and management of disorders of speech. Procedures and techniques for evaluation and therapy are covered and applicable research findings are explored. Prerequisites: Sp. Corr. 151, 251, 276.

Sp. Corr. 276 — *Hearing Problems*

3 cr. hrs.

The causes, evaluation techniques, and rehabilitative procedures for the various types of hearing problems are explored. Related auditory, speech, psychological and educational factors are discussed. The roles of parent, educator and specialist in the rehabilitation program are investigated. Prerequisite: Sp. Corr. 151.

Sp. Corr. 351 — *Clinical Methods in Speech Correction*

2 cr. hrs.

Materials and methods to prepare the student for clinical practicum and practice teaching. Observation of demonstrations by staff and practice in making lesson plans for representative individual and group therapy sessions. Prerequisites: Sp. Corr. 252, 276.

Sp. Corr. 352 — *Speech Clinic (Practicum) or Clinical Practicum I* 3 cr. hrs.

Students are provided an opportunity to begin developing their clinical skills by doing supervised work with milder cases of speech and hearing disorders. Clinical procedures and techniques are discussed at weekly staff conferences. Planned observations at Geisinger Medical Center are included.

Sp. Corr. 353 — *Speech Clinic, or Clinical Practicum II* 3 cr. hrs.

Students continue supervised clinical work on campus and Geisinger Medical Center, and are given increasing responsibility and experience with cases of greater complexity. Prerequisite: Sp. Corr. 352.

Sp. Corr. 354 — *Articulation Problems in Public Schools* 3 cr. hrs.

Defective articulation as the problem of greatest frequency in the schools is fully investigated. Normal and abnormal speech and language development, evaluative procedures and therapeutic techniques are discussed. Emphasis is placed on available materials and techniques useful in public school therapy. Prerequisites: Sp. Corr. 151, 251.

Sp. Corr. 376 — *Auditory Training and Speech Reading* 3 cr. hrs.

Current teaching methods for educating children and adults with moderate and severe hearing losses are investigated. A comparative analysis is made of prevailing theories and techniques. Prerequisites: Sp. Corr. 251, 276.

Sp. Corr. 402 — *Student Teaching in Speech Correction* 12 cr. hrs.

A full semester program of 30 hours of speech correction per week is provided for each student. Prospective teachers of the speech and hearing handicapped gain experience by working with professional people in the field.

Sp. Corr. 452 — *Anatomy of Speech and Hearing Mechanisms* 3 cr. hrs.

Embryology, anatomy, neurology and physiology of the larynx and ear are studied. The actual processes involved in human speaking and hearing are explored. A co-operative lecture series is developed for the students by the medical staff at Geisinger Medical Center. Prerequisite: Sp. Corr. 252.

Sp. Corr. 466 — *Speech Clinic, or Clinical Practicum III* 3 cr. hrs.

Clinical experience with more complex disorders is provided. Differential diagnostic and therapeutic procedures for use in cases with cerebral palsy, aphasia, auditory impairments, cleft palate and stuttering are covered. Case studies and research are utilized. Prerequisite: Sp. Corr. 353.

Sp. Corr. 467 — *Psychology of Speech and Hearing* 3 cr. hrs.

The developmental aspects of language, normal and abnormal speech, and hearing patterns of individuals are discussed in relation to their total personality. Current educational and therapeutic trends and practices are reviewed. Prerequisite: Sp. Corr. 252.

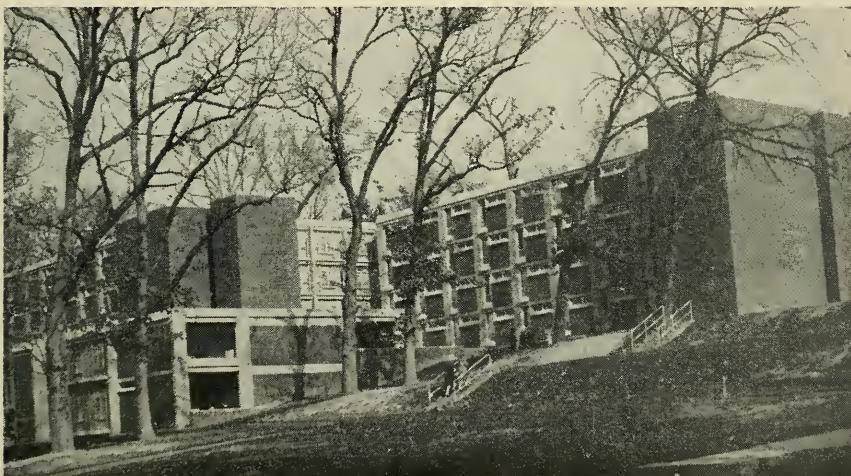
Sp. Corr. 491 — *Measurement of Hearing Loss*

3 cr. hrs.

The anatomy and physiology of the hearing mechanisms are studied. Etiology of hearing losses, interpretation of audiometric evaluations and available rehabilitative procedures are discussed. Laboratory experience in the administration of clinical audiometric evaluations is provided. Prerequisite: Sp. Corr. 276.

Sp. Corr. 400 — *Workshop in Speech and Hearing Practices* cr. hrs. (varies)

Modern developments in research are reviewed and analyzed for the purpose of integrating reliable and current concepts into classroom and clinical procedures in speech correction. Clinical practicums provide the student with an opportunity to put theory into practice. Topics will vary according to interest and needs of students.



←
East Hall
(Women's Dormitory)

Benjamin Franklin
School
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DIVISION OF ARTS AND SCIENCES

On May 8, 1962, the Council of Education of the Commonwealth of Pennsylvania authorized Bloomsburg State College to offer studies in the Arts and Sciences leading to the degree of Bachelor of Arts. The college at that time was specifically instructed to prepare curricula in the general areas of the Social Sciences, the Humanities and the Natural Sciences, with concentration in the various fields of learning covered by those broad areas. Curricula have therefore been prepared for general education in the Arts and Sciences, for core studies relative to each of the three broad areas of concentration, and for major sequences within those areas. The college is, in fact, in the process of establishing major curricula in all fields: Business and Economics, Economics, History, Political Science, Sociology and Anthropology, Psychology, Geography, Art, English, Speech and Theatre Studies, French, German, Spanish, Music, Philosophy, Physics, Chemistry, Biology Mathematics, and Earth Science.

AN OVERVIEW

The Arts and Sciences program at Bloomsburg State College consists of four parts, which may be briefly outlined as follows:

I. General Education	63 - 65 Credit Hours
II. Core Studies in the Social Sciences, the Humanities or the Natural Sciences	27 - 30 Credit Hours
III. Studies in the Major-Area	18 Credit Hours
IV. Electives	15 - 20 Credit Hours
Total Required for the A.B. Degree	128 Credit Hours

THE GENERAL EDUCATION REQUIREMENT

The General Education requirement is the heart of any curriculum in the Arts and Sciences. Its purpose is to prepare all students, whatever their field of concentration or their vocational intentions, for adult life as men and women living private lives; as members of their local communities; and as citizens of the Commonwealth, of the nation and of the world. The General

Education requirement is essentially the same in this college for students enrolled in the Arts and Sciences Program and for those enrolled in the various programs leading to degrees in professional education. Thus it is possible for students to "cross over" from one program to another within the first two years with a minimum of difficulty.

In order to achieve the purposes of General Education, the following 63-65 hour curriculum has been established. It will be noted that this curriculum provides the student with experience and knowledge in all three of the great broad areas of learning in our culture: The Social Sciences, The Humanities and The Natural Sciences. In keeping with the ancient idea that mental development should be accompanied by respect for the body and its needs, courses in physical education and personal health have been included in the curriculum. The General Education requirement is as follows:

	<i>Credit Hours</i>
Science (Biology, Chemistry, Physics, or Earth Science)	6-8
Art or Music	3
Literature	6
Philosophy or Psychology	3
Social Science (Economics, Political Science, Sociology, or Anthropology)	9
English Composition	6
Fundamentals of Speech	3
Mathematics	6
Foreign Language (Fr., Ger., or Span. 103-104)	6
History of Civilization	6
Geography	3
Personal Health	2
Physical Education	4
Total	63-65 Cr. Hrs.

THE CORE REQUIREMENT

The beginning of specialization or study of material in depth in the Arts and Sciences Program occurs with the student's choice of a broad area of concentration. At Bloomsburg State College concentration is possible in any one of the three areas: Social Sciences, The Humanities, or Natural Sciences (Science and Mathematics). Concentration in one of these areas implies that the student will take from 27 to 30 credit hours of work in a series of courses regarded by the professors in that area of study to be central in importance to an understanding of their fields of knowledge. Work in the core may be begun in the sophomore or junior year.

		<i>Credit Hours</i>
I. Social Science Core		
Hist. 222—History of the United States and Pa. or Major Currents in United States History	3	
Geog. 121—Economic Geography	3	
Econ. 212—Principles of Economics II	3	
Hist. 223—Economic History of the U.S. or Econ. 413—Money and Banking	3	
Soc. 313—Contemporary Social Problems	3	
Soc. 323—Introduction to Anthropology	3	
Pol. Sci. 313 Elements of Political Science	3	
Pol. Sci. 314—Political Parties and Elections, or Pol. Sci. 323—Comparative Governments	3	
Psy. 201—General Psychology	3	
Total	27 Cr. Hrs.	
II. Humanities Core		
Eng. 249—Shakespeare and one additional course in English Literature	6	
Phil. 301—Ethics (or Phil. 302 — Logic) and one additional course in Philosophy		
Speech 206—Oral Interpretation	3	
Art History	3	
Music History	3	
Foreign Language: A second year of college-level work in one modern foreign language	6	
Total	27 Cr. Hrs.	
III. Natural Science Core		
A. For a major in Mathematics		<i>Credit Hours</i>
1. Math. 211, 212—Analytical Geometry and Calculus	6	
2. A full first year's work in <i>three</i> Non-Math Sciences (in addition to the one taken during the freshman year in fulfillment of the General Education Requirement in science)	22-24	
Hence, all of the following:		
Phys. 111, 112—General Physics		
Chem. 111, 112—General Inorganic Chemistry		
Geog. 353, 357—Physiography & Physical Geology ¹		
Biol. 103, 104—General Biology		
Total	28-30 Cr. Hrs.	
B. For a major in Laboratory or Earth Science		
1. Math 211, 212—Analytical Geometry and Calculus	6	
2. A full first year's work in <i>two</i> Non-Math Sciences (in addition to the one taken during the freshman year in fulfillment of the General Education Requirement in science — this one being normally the field of concentration)	14-16	

¹ Substitutable in any two-semester combination are Geog. 453 (Astronomy) and Geog. 361 (Historical Geology) except that the latter has the prerequisite Geog. 357 or Biol. 103-104.

3. A full second year's work in Earth Science or the Laboratory Science of the student's field of concentration.....	6-8
Phys. 314—Electricity & Magnetism plus	
Phys. 411—Mechanics	
OR	
Chem. 221, 222—Qualitative — Quantitative Analysis	
OR	
Phys. 305—Earth and Space Physics	
Geog. 354—Climatology	
OR	
Biol. 341—Genetics plus	
Biol. 241—Plant Anatomy or Biol. 321 — Comparative Vertebrate Anatomy	
Total	28-30 Cr. Hrs.

THE MAJOR-AREA REQUIREMENT

Above and beyond the General Education and Core Requirements a minimum of 18 credit hours must be amassed in the general area of concentration (Social Sciences, Humanities, or Natural Sciences), — or in a specific field within this area, assuming that a sufficient number of courses are available.

For the achievement of this Major-Area Requirement some departments have recommended course sequences and/or specific course requirements:

1. Biology

Recommended Sequence¹

- Biol. 341—Genetics
- Biol. 241—Plant Anatomy
- OR Biol. 321—Comparative Vertebrate Anatomy
- Biol. 331—Vertebrate Physiology
- Biol. 332—Histology
- OR Biol. 411—Embryology
- OR Biol. 421—Plant Physiology
- Biol. 312—Ecology

2. Business and Economics (distinct from Economics alone)

Recommended Sequence:²

- Bus. Ed. 221, 222—Principles of Accounting
- Bus. Ed. 321, 322—Intermediate Accounting
- Econ. 211, 212—Principles of Economics
- Bus. Ed. 101—Intro. to Business Organization & Finance
- Econ. 413—Money and Banking³

3. Earth Science

Recommended Sequence:

- Geog. 355—Cartography
- 356—Meteorology
- Geog. 358—Conservation of Natural Resources
- Geog. 361—Historical Geology
- Geog. 453—Astronomy

¹ It is assumed that two years of introductory work (1-General Biology; 2-Botany, Zoology) shall have been taken prior to this sequence, which is normally begun in the junior year.

² Normally begun in the sophomore year.

³ Also part of the Core Requirement in Social Sciences.

4. English

Required Courses:

Eng. 231, 232—British Writers
Eng. 401—Structure of English
OR Eng. 402—History of the English Language

5. Speech

Recommended Sequence:

a. Basic

Speech 208—Intro. to Theatre Arts
Speech 221—Argumentation & Debate
Speech 312—Fundamentals of Acting
Speech 325—Extempore Speech

b. Further Sequence for Public Address

Speech 231—Intro. to Radio & Television
Speech 241—Voice & Diction
Speech 318—Discussion
Speech 321—Persuasion

c. Further Sequence for Theatre Studies

Speech 211—Theatre Production
Speech 311—Play Direction
Speech 314—Costuming for the Stage
Speech 315—History of the Theatre
Speech 319—Children's Theatre

ELECTIVES

For the Elective portion of the curriculum, which makes up the balance of the 128 credit hours required for graduation, students may take almost any courses offered by the college, with the logical exception of those in Professional Education, Physical Education, certain Business Education skills, etc. Approximately 15 to 20 credit hours are normally allowed for Electives (courses of the student's own choice.) However, for students intending to go on for graduate work the advisability of building up credits in a particular field to the fullest extent possible beyond the minimum 18-hr. Major-Area Requirement will naturally result in a corresponding reduction in the number of Electives available within their A.B. program.

NOTE ON PRE-PROFESSIONAL PROGRAMS: Students intending to transfer ultimately to a College of Medicine, Veterinary Medicine, Dentistry, Pharmacy, Law, Engineering, Theology, etc. should write immediately for the catalog and/or admission requirements of that particular college and, with the aid of the Director of Arts and Sciences at Bloomsburg State College, plan their undergraduate programs accordingly.

SCHEDULE GUIDES

In order that Arts and Sciences students may follow a course of study which becomes progressively concentrated, a schedule guide is offered here: one for those concentrating in either The Social Sciences or The Humanities, the other for those concentrating in Mathematics or The Natural Sciences. The difference between the two schedules results from the fact that the latter areas are more rigorously sequential. Hence, students concentrating in Mathematics or The Natural Sciences take two years each of mathematics and science during the first two years of college, deferring certain General Education Requirements until the sophomore and junior years; while students concentrating in The Social Sciences or The Humanities take only one year each of mathematics and science during the first two years of college, thus fulfilling their General Education Requirements earlier and experiencing somewhat greater emphasis upon Major-Area Requirements and Electives during the last two years. These two schedules, which appear below, are to be considered only as guides in planning the A.B. program; they may be departed from, with the consent of the student's advisor and as scheduling difficulties arise. However it should be noted that an average of 16 hours of credit per semester must be maintained in order for a student to graduate within the usual 8 semesters ($8 \times 16 = 128$).

**SUGGESTED SCHEDULE FOR
AREAS OF THE SOCIAL SCIENCES AND HUMANITIES**

FIRST YEAR			
FIRST SEMESTER		SECOND SEMESTER	
English 101	Cr. Hrs.	English 102	Cr. Hrs.
Speech 103	3	Geography 101	3
Science	3-4	Science	3-4
History 211	3	History 212	3
Foreign Language	3	Foreign Language	3
Physical Education	1	Physical Education	1
	16-17		16-17

SECOND YEAR			
FIRST SEMESTER		SECOND SEMESTER	
English 207	Cr. Hrs.	English 208	Cr. Hrs.
Mathematics	3	Mathematics	3
Social Science	3	Social Science	3
Health 101	2	Political Science 211	3
Art or Music	3	Philosophy or Psychology	3
Major-Area or Elective	0-3	Major-Area or Elective	0-3
Physical Education	1	Physical Education	1
	15-18		16-19

THIRD YEAR

Humanities or Social Science Core	9-12	Humanities or Social Science Core	9-12
Major-Area and/or Electives	4-7	Major-Area and/or Electives	4-7
Average	16	Average	16

FOURTH YEAR

Humanities or Social Science Core	3-6	Humanities or Social Science Core	3-6
Major-Area and/or Electives	9-12	Major-Area and/or Electives	9-12
Average	16	Average	16

Required for graduation: 128 Semester Hours.

**SUGGESTED SCHEDULE FOR
AREA OF THE NATURAL SCIENCES
(SCIENCE AND MATHEMATICS)**

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Cr. Hrs.		Cr. Hrs.
English 101	3	English 102	3
Speech 103	3	Geography	3
Science	4	Science	4
Mathematics	3	Mathematics	3
Foreign Language	3	Foreign Language	3
Physical Education	1	Physical Education	1
	17		17

SECOND YEAR

History 211	3	History 212	3
Art or Music	3	Philosophy or Psychology	3
2nd Yr. Science	3-4	2nd Yr. Science	3-4
2nd Yr. Mathematics	3	2nd Yr. Mathematics	3
Health 101	2	Political Science 211	3
Physical Education	1	Physical Education	1
	15-16		15-16

THIRD YEAR

	Cr. Hrs.		Cr. Hrs.
Social Science	3	Social Science	3
English 207	3	English 208	3
Science Core	3-5	Science Core	3-5
Major Area and/or Electives	6-8	Major Area and/or Electives	6-8
	15-19		15-19

FOURTH YEAR

Science Core	3-5	Science Core	3-5
Major Area and/or Electives	11-13	Major Area and/or Electives	11-13
Average	16	Average	16

Required for graduation: 128 Semester Hours.

SPECIAL DEGREE PROGRAMS

THE TWO-YEAR DEGREE PROGRAMS

The Bloomsburg State College have been approved to offer a two-year program to Dental Hygienists and School Nurses who are able to meet the conditions set forth in the following paragraphs:

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon dental hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction. "The professional education requirements for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks and not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Dental Council and Examining Board."
2. The satisfactory completion in addition thereto of 70 credit hours of professional and general education courses disturbed as follows:

	Credit Hours
A. Professional Education	
Ed. 101—Introduction to Education	3
Psy. 201—General Psychology	3
Psy. 301—Educational Psychology	3
Ed 301—Audio-Visual Education	2
	<hr/>
Total	11

B. General Education

1. English and Speech	16
Eng. 101—English Composition	3
Sp. 101—Fundamentals of Speech	2
Eng. 102—English Composition	3
Sp. 301—Advanced Speech	2
Eng. 207—Survey of World Literature	3
Eng. 208—Survey of World Literature	3
	<hr/>
2. Fine Arts	6
Art 101—Introduction to Art	3
Mus. 101—Introduction to Music	3

3. Geography	6
Geog. 101—World Geography	3
Geog. 223—Geography of U.S. and Pa.	3
4. Social Studies	18
Pol. Sci. 211—United States Government	3
Econ. 211—Principles of Economics	3
Hist. 211—History of Western Civilization to the 17th Century	3
Hist. 212—History of Western Civilization since the 17th Century	3
Hist. 221—History of U.S. and Pa.	3
Soc. 211—Principles of Sociology	3
Total	46
C. Electives	13
Grand Total	70

In each category above, credit will be given for equivalent courses pursued in the two year dental hygiene curriculum. In such cases students must increase their electives by the number of credit hours earned previously.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

This curriculum is effective as of September 1964.

APPLICATION FOR ADMISSION

A dental hygienist who desires to enroll in the Degree Curriculum for Dental Hygienists should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

RESIDENCE REQUIREMENTS

The last 30 hours of credits must be earned at Bloomsburg State College. Resident credits may be earned in day, evening, and Saturday classes which are offered on campus or approved by the college administration.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

Effective September 1, 1961

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. All persons admitted to this degree program after September 1, 1961, will be required to satisfactorily complete 60 credit hours of additional preparation distributed as follows:

A. Course Related to Public Nursing.	Cr.
NED. 301—Public School Nursing	3
NED. 303—Public School Nursing I	3
NED. 304—Public Health Nursing II	3
NED. 305—Nutrition and Community Health	3
NED. 306—Family Case Work	3
	15

B. General Education:	
Eng. 101 or 102—English Composition	3
Eng. 207 or 208—Survey of World Literature	3
Hist. 211—History of Civilization to the 17th Century or	3
Hist. 212—History of Civilization since the 17th Century	
Hst. 221 or 222—History of U.S. and Pennsylvania to 1865 or	3
History of U.S. and Pennsylvania since 1865	
Pol. Sci. 211—U. S. Government	3
Soc. 211—Principles of Sociology	3
Biol. 103—General Biology	4
Psy. 201—General Psychology	3
Psy. 331—Mental Hygiene	3
	28

C. Professional Education	
Ed. 101—Introduction to Education	3
Psy. 331—Educational Psychology	3
Psy. 311—Child Growth and Development	3
Ed. 341—Introduction to Guidance and Counseling	3
	12

D. Electives:	
Music 101—Introduction to Music	3
Art 101—Introduction to Art	3
Math. 101—Fundamentals of Mathematics	3
Speech 101—Fundamentals of Speech	2
	5

Total	60
-------	----

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

APPLICATION FOR ADMISSION

A registered nurse who desires to enroll in the Degree Curriculum for Public School Nurses should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

RESIDENCE REQUIREMENTS

The last 30 hours of credits must be earned at Bloomsburg State College, to qualify for graduation. Resident credits may be earned in day, evening, and Saturday classes which are offered on campus or approved by the college administration.

→→
Centennial Gymnasium



←←
Sutliff Hall



COURSE DESCRIPTIONS

NED 301 — *Public School Nursing* 3 cr. hrs.

Public school nursing, as a branch of public health nursing, is considered in this course. The historical background, various fields of responsibility, and the problems and limitations of the profession are discussed along with new techniques of handling public school health problems.

NED 302 — *Public School Organization for Nurses* 3 cr. hrs.

The course is designed to prepare the school nurse to function effectively as an integral part of the public school organization. The student is acquainted with the varied relationships with which the nurse is involved in the discharge of her responsibilities.

NED 303 — *Public Health Nursing I* 3 cr. hrs.

This survey of the fundamental principles and the historical background of public health work stresses the recent movements, emphasizes, training and procedures, by which Pennsylvania hopes to accomplish an up-to-date program in public schools.

NED 304 — *Public Health Nursing II* 3 cr. hrs.

This is a continuation of Public Health Nursing I. The course deals with the past history and modern practices of maternity care, infant care, child welfare, dental hygiene, and methods of teaching proper techniques in the home care of the crippled, sight and hearing, handicapped, and the aged.

NED 305 — *Nutrition and Community Health* 3 cr. hrs.

The role of the school nurse is discussed in the following fields: teaching of nutrition, proper feeding of infants, mothers, adolescents, the aged, the over-weight students and those suffering from allergies and chronic diseases.

NED 306 — *Family Case Work* 3 cr. hrs.

The history and sociology of the American family is used as background for a study of the processes of interviewing and making case studies of family groups.

ANALYSIS OF ENROLLMENT TRENDS

(Figures are for years ending May 31)

	Number of Different Students			
	1962	1963	1964	1965
Regular Students	2006	2047	2283	2454
Part-time Students	37	129	242	200
Summer Session Students				
No. of Different students	948	1475	1614	1843
Total Enrollment	(1722)	(2390)	(2751)	(2756)
<hr/>				
Totals	2991	3651	4139	4497
 Adjusted Enrollment on Full-Time Basis				
Regular Students	2006	2047	2283	2454
Part-time Students	17	46	80	67
Summer Sessions Students	598	631	736	777
<hr/>				
Totals	2691	2724	3099	3188



BLOOMSBURG SPELLS SUCCESS

Bloomsburg graduates are recognized as successful teachers. They are well prepared in their fields; but more important, they are the kind of young people school superintendents welcome to the profession. Of the 1965 graduating class of 475, eighty-nine percent are now teaching, only six percent are in other occupations.

TABLE I — How Many Teach?

	Year	Graduates	Teaching	Other Occupations	Total
Five-Year Survey	1946	518	83%	10%	93%
Three-Year Survey	1949	275	89%	8%	97%
Survey for last Five Years	1961	314	88%	5%	92%
	1962	373	87%	11%	98%
	1963	395	87%	3%	91%
	1964	468	84%	4%	89%
	1965	475	89%	6%	95%

Any realistic placement study must take into consideration the number of graduates who are available for teaching. Those who enter military service or begin their graduate studies cannot be considered as available for placement immediately following graduation. Eight members of the 1964 graduating class are serving in the armed forces and we are quite proud of the twelve graduates doing graduate work. Five other graduates are unavailable for teaching due to their marital status. Of the remaining 450 members of the class, ninety-two percent are now employed as instructors in the public schools. We feel the figures speak for themselves.

Table II — How Many Are Available for Teaching?

Year	Graduates	Number Teaching	Percent Teaching	Number Available for Teaching	Percent Of Those Available Who Are Teaching
1961	314	278	88.2%	303	91.1%
1962	373	323	86.6%	362	86.0%
1963	395	344	93.0%	381	95.0%
1964	468	393	97.0%	416	95.0%
1965	475	423	89.0%	448	91.6%

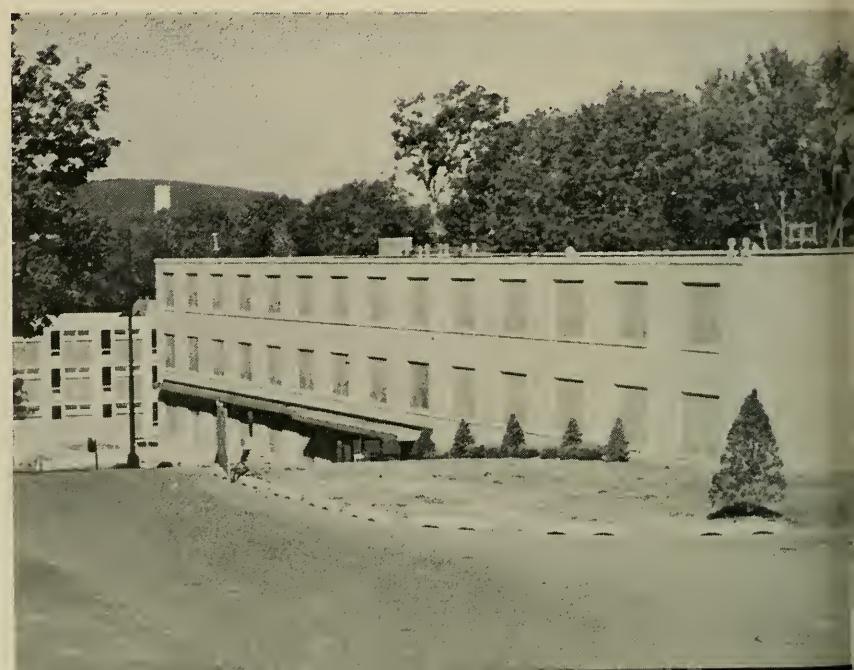
* Graduates in military service and graduate schools are omitted.

A recently completed study of the salaries paid the 1965 graduates reveal that beginning teachers received an average compensation of \$4,981 for the nine-month school term. Although a number of Bloomsburg graduates began their teaching careers at the statewide minimum salary of \$4,500; six graduates were tendered a contract at a figure exceeding \$5,800.00.

TABLE III — How Much Do They Earn?

YEAR	Beginning Teachers *	Average Beginning Salary	Range of Beginning Salaries
1960	259	4,173.00	3,600- 5,300
1961	278	4,318.00	3,600- 5,400
1962	323	4,520.00	3,600- 5,700
1963	344	4,656.00	4,200- 8,400
1964	343	4,725.00	4,200- 6,200
1965	423	4,981.00	4,200- 5,899

In the light of these figures, beginning teachers from the Bloomsburg State College are in great demand. All who wanted to teach easily found jobs in the public schools, mostly of their own choice. Statistics also indicate that salaries are increasing steadily, year after year, and Bloomsburg graduates, eagerly sought by school officials looking for well-prepared beginning teachers, have been placed at above-average salaries. In this way, Bloomsburg spells success.



ARTIST AND LECTURE SERIES 1965-1966

1. Nila Magidoff, "My Discovery of America"
2. "The Little Angels" from Korea
3. The Four Seasons
4. Joyce Rosenfield, Harpist, "Twentieth Century Harp Music"
5. "Mary, Mary" — The Bloomsburg Players
6. Charles Merrill Mount, Painter, Biographer, "The Academy of the Left"
7. George Enningful, Journalist, Ghana News Agency
8. Rabbi Stephen A. Schafer, Congregation Keneseth Israel
9. Lehman Engel, Composer-Conductor-Author
10. The Music of Richard Rodgers — Civic Music Association
11. Dr. Gerald Wendt, Scientist, "Education for the 21st Century"
12. "Twelfth Night" — The Bloomsburg Players
13. Theodore Ullmann, Pianist
14. United Nations Speaker, Darius Shavaksha Jhabvala
15. January Commencement, Reverend Lane Kilburn, C.S.C., President, Kings College
16. Harry Mark Petrakis, Writer
17. Dr. Phillip Stern, Astronomer, Lecturer at the University of Bridgeport, "The Nature of the Universe"
18. Mrs. Maria Charnley, Cultural Attaché for the Philippines Mission to the United Nations
19. Dr. Murray Cayley, Sociologist
20. Lalli, East Indian Dancer, "Classical Dances of India"
21. Spring Arts Festival



Milton Senior High School ↑
A Cooperating School

←◆◆◆
Student Teacher at work

FORM OF WILL (Real Property)

I give and devise to the Bloomsburg State College, Bloomsburg, Pennsylvania, the following real estate (here give the description of the Real Estate). This devise is to be administered by the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, under the laws of the Commonwealth of Pennsylvania.

FORM OF WILL (Money Bequest)

I give the bequest to the Bloomsburg State College, Bloomsburg, Pennsylvania, the sum of \$ _____, to be paid by my executors, _____ months after my decease, to the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, to be administered under the Laws of the Commonwealth of Pennsylvania.

PRELIMINARY APPLICATION BLANK

This blank, together with a check or Money Order for \$10.00, payable to the Commonwealth of Pennsylvania, should be mailed to *Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania. Do not send currency.*

Name of Applicant _____
Last Name _____ First Name _____ Middle Initial _____

Address of Applicant _____
Number and Street _____

Town _____ County _____ State _____

Date of Birth _____
Month _____ Day _____ Year _____

Curriculum:

Desire to Enter:

Business Education _____ September _____, 196____ 196____

Elementary Education _____ January _____, 196____ 196____

Secondary Education _____

Special Education _____

Arts and Sciences _____

Do you wish to live in a dormitory? _____

If not, give address at which you expect to live while attending college

Give the name of town and county of the high school from which you were
graduated _____

When were you graduated? _____

Is this your first enrollment in this institution? _____

Give the names and location of any institutions which you have attended since graduation from high school _____

DEPOSITS

(Subject to Change Without Notice)

Advance Registration Deposit

An Advance Registration Deposit of \$10.00, payable to the Commonwealth of Pennsylvania, shall be made by all new students; this amount shall be paid when the student requests registration. It is not repayable.

When a student is approved for admission to college, an amount of \$50.00, payable to Community Activities, shall be collected. This represents the Community Activities Fee for the year.

Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of the Advanced Registration Deposit. However, they may receive a repayment of the Community Activities Fee of \$50.00, if they make written application to the Business Manager of the College before September or December of the semester when they expect to enter.

Check or Money Order for this amount must be drawn to the Commonwealth of Pennsylvania. All Post Office Orders must be drawn on the Post Office at Harrisburg.

Additional copies of this publication may be secured upon request from the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

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*Setting the Commonwealth at Independence
for 175 Years.*